Childhood Education

Probing Ideas and Improving Practices



Beginnings of Education

September 1959

il of the Association for Childhood Education International

BOARD OF EDITORS

HELEN HEFFERNAN, Chairman Chief, Bureau of Elementary Education California State Department of Education Sacramento, California

MARGARET RASMUSSEN, Editor 1200 Fifteenth Street, N.W. Washington 5, D. C.

GLENN BARNETT
Professor of Education
University of Texas
Austin, Texas

ELEANOR BURTS
Teacher
Bronxville Public School
Bronxville, New York

LUTIE CHILES
Professor of Education
William Jewell College
Liberty, Missouri

HELEN EDGARD
Principal
Caddo Parish Public Schools
Shreveport, Louisiana

LUE GROESBECK
Instructor, Music Education
Brigham Young University
Provo, Utah

JEAN HANSEN Teacher Public Schools Tucson, Arizona

Evangeline J. Howlette Executive Director Nursery Foundation of St. Louis St. Louis, Missouri WILLIAM H. KILPATRICK
Professor Emeritus of Education
Teachers College
Columbia University
New York, New York

Rose Lammel
Professor of Education
Wayne State University
Detroit, Michigan

ALBERTA LOWE Associate Professor of Education The University of Tennessee Knoxville, Tennessee

MADGE B. MARTIN
Elementary Principal
Public Schools
Oakland, California

ALTA MILLER Elementary Supervisor Jordan School District Sandy, Utah

JOHN H. NIEMEYER
President
Bank Street College of
Education
New York, New York

CARL C. SHEALY Elementary School Principal 2673 Henderson Road Tucker, Georgia

AMONG THE MAGAZINES

LUCILE LINDBERG
Coordinator of
Student Teaching
Queens College
Flushing, New York

BOOKS FOR ADULTS

JAMES A. SMITH
Director, Teacher Preparation
in Elementary Education
Syracuse University
Syracuse, New York

BOOKS FOR CHILDREN

ELIZABETH HODGES
Supervisor of Library Services
Public Schools
Baltimore County, Maryland

BULLETINS AND PAMPHLETS

J. CHARLES JONES
Chairman, Department of
Education
Bucknell University
Lewisburg, Pennsylvania

ACEI EXECUTIVE BOARD

EUGENIA HUNTER, President
Woman's College
University of North Carolina
Greensboro, North Carolina

D. KEITH OSBORN, Vice-President Representing Nursery School The Merrill-Palmer School Detroit, Michigan LUCILE LINDBERG, Vice-President Representing Kindergarten Queens College Flushing, New York

VERA COULTER, Vice-President Representing Primary Public Schools Oregon City, Oregon

KENNETH Howe, Vice-President Representing Intermediate Woman's College University of North Carolina Greensboro, North Carolina MARY TANNER
Secretary-Treasurer
Public Schools
Phoenix, Arizona

ALBERTA L. MEYER
Executive Secretary
1200 Fifteenth Street, N.W.
Washington 5, D. C.

REPRINTS—Orders for reprints (no less than 50) from this issue must be received by ACEI, 1200 15th St., N. W., Washington 5, D. C., by the fifteenth of the month.

Microfilm copies of Vol. 30, 31, 32, 33, 34, 35 CHILDHOOD EDUCATION are available. Sept. 1959-May 1960 (Vol. 36) will be available when volume is completed. Purchase of current volumes is restricted to subscribers to the Journal. For details, write to University Microfilms, 313 N. First St., Ann Arbor, Mich.

1959-60

Probin

Improv

Volu

How (

ucy P

ubscri ember econd opyrig

ublish

1288 8841A

For Those Concerned with Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

Probing Ideas and Improving Practices

Childhood Education

Education

CONTENTS FOR SEPTEMBER 1959

Beginnings of Education

LB 1101 .6536 VO 1.86 1959/60 Number 1

Volume 36

ET8

00

ed

- A Good Beginning Has No End
 - Good Days for Children
- 2 Lawrence K. Frank
- 4 Sarah Lou Hammond, Ruth Dales, Alma W. David, Lucy Harrison, Lucy Nulton, Edna Parker, Dora Sikes Skipper
- Learning Has Many Beginnings 17 Lovelle C. Downing

How Can Teachers Know

- What Children Are Learning? 21 Afton Dill Nance

 - The President's Message 27 Eugenia Hunter

 - News Here and There 28 Alberta L. Meyer
- Plan of Action for Children 30
 - Books for Children 34 Elizabeth Hodges

- Books for Adults 43 Elizabeth Klemer
- Bulletins and Pamphlets 48 J. Charles Jones
- Over the Editor's Desk 52 Margaret Rasmussen

ARGARET RASMUSSEN, Editor UCY PRETE, Assistant Editor



ALBERTA L. MEYER, Business Mgr. ALIDA H. HISLE, Advertising Mgr.

ubscription \$4.50. International membership (including subscription) \$7. Comprehensive order \$9. Life embership \$100. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. econd class postage paid at Washington, D. C.

opyright 1959. Association for Childhood Education International, Washington 5, D. C.

ublished monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL 1200 15th ST., N. W., WASHINGTON 5, D. C.

A Good Beginning Has No End

GROWTH, DEVELOPMENT AND LEARNING, AND THE EMERGENCE OF THE human personality are cumulative processes, each step or stage giving rise to the next. Thus later developments may be compromised by deprivation of the early experiences essential to wholesome healthy

development and learning.

The great significance of a good beginning for the human child becomes clear when we realize that the infant, as a young mammalian organism, must be transformed by early care and rearing into a personality, capable of living in a symbolic cultural world and participating in our social order. To sustain that transformation, the child needs confidence in the world or basic trust, as Erickson says, especially in people; he also needs courage to cope with the series of life tasks confronting him as he grows older and meets the world outside his home.

If the child is prematurely or too severely curbed in his bodily functioning and his naive impulsive behavior, if he is not adequately nourished and cared for, if he is denied love, comforting and respect for his integrity and his dignity as a helpless child, he may go forward with a heavy burden of "unfinished business" and a chronic feeling of resentment or guilt that will compromise all his later learning.

Thus, in the years before school the child develops his basic orientation to life and learns the fundamental lessons of living in our society and in our culture, always as interpreted and translated to him by his family and as he individually understands and feels what he experiences. Fortunate is the child whose family provides the "psychological vitamins" of love, affection, patient understanding and especially recognition of his unique individuality—neither expecting what he is not capable of nor depriving him of what he individually needs to become a healthy personality.

We can say with ample evidence that the best preparation for tomorrow is to live fully today. The best preparation for being a runabout is to let a baby live fully as a baby, to function and behave spontaneously until he individually is ready to give up his infantile activities. The best preparation for being a preschool child is to let the runabout be a runabout, to live fully on that level so that he will be ready and eager to go on to the next stage of his development, prepared to cope with new

tasks and opportunities awaiting him as a preschooler.

The best preparation for school is to provide the preschooler with all the opportunities he needs to live and learn as a preschooler, to experience widely and intensely what is relevant and appropriate to that stage. The current pressure by parents to start academic work in nursery school and kindergarten means robbing the child of his childhood, depriving him of learning by direct experience and by spontaneous activity

th

cı

th

co

ch

PTEMB

which he needs if he is to cope effectively with requirements of academic programs later.

Most of the difficulties children exhibit when they enter school reflect their preschool experiences—deprivations and coercions that have not only denied them opportunities to live as young children but have often established lifelong feelings of discouragement, timidity, resistance, sometimes chronic hostility toward adults, which they display to teachers and all school learning.

Perhaps we can persuade parents to reformulate their ideas and expectations about early childhood education and school by accepting what John Dewey and Arthur F. Bentley proposed some years ago. In their book, Knowing and the Known, they urged that we discard the ancient idea of knowledge as some kind of mysterious substance which has to be acquired or imparted and replace that metaphysical notion with the concept of "knowing" as a dynamic transactional relation which the knower establishes with the known or to be known.

Thus, we can think of the child starting at birth, if not before, beginning to relate himself cognitively to the world and people; progressively learning to establish "knowing" relations by his sensory apparatus, especially through touch, with his mouth, his hands and his feet, then through language and speech, then through concepts and ideas. Each kind of "knowing" provides the basis for the succeeding modes of "knowing" or relating himself to the world, as he learns first to cope with the physical world of space-time, of objects, animals, places and also persons, then begins to relate himself cognitively to symbols through language and concepts which become significant only as he has had actual experiences to make those symbols, especially written words, meaningful to him.

When a child enters first grade he often suffers from a variety of cognitive or conceptual errors. The kindergarten and the nursery school can be of immense help by providing what may be called "cognitive therapy"; that is, helping the child to give up his misconceptions, erroneous assumptions and distorted ideas so that he can replace them with more valid, correct concepts in his "knowing" relations with the world. Just as the child can play out his fantasies and his feelings, so he can be helped to play out his concepts and to revise them before they become crystallized and difficult to alter, as usually happens in elementary

schools.

Many children, unfortunately, do not have good beginnings at home. The nursery school, the kindergarten and the elementary school can, if teachers are alert to this need, provide much help in overcoming these poor beginnings, especially by giving the child renewed selfconfidence and courage. They can help in replacing those early patterns that may become increasingly handicaps if not revised while the child is still capable of unlearning.

Lawrence K. Frank, lecturer-consultant-author, is a former director of the Caroline Zachry Institute of New York.

Good Days for Children

By SARAH LOU HAMMOND Professor of Education, Florida State University, Tallahassee

and

RUTH DALES, professor of home and family life, Florida State University, Tallahassee; ALMA W. DAVID, professor of education, University of Miami, Coral Gables, Florida: Lucy Harrison, University School, Florida State University, Tallahassee; Lucy Nulton, P. K. Yonge School, University of Florida, Gaineaville; EDNA PARKER, general supervisor, Palm Beach County Schools, West Palm Beach, Florida; DORA SIKES SKIPPER, director of off-campus instruction, Florida State University, Tallahassee.*

"What are good days for children from nursery school through the elementary grades?" In answer to this, seven educators collaborated to plan and write and others contributed anecdotes and photos.

GOOD DAYS FOR CHILDREN ARE UNIQUE and different, yet much alike in many ways—alike because in planning good days consideration must be given to:

- the maturity of the child—be he two or twelve. The task is geared to his level of development. This does not mean indulgence. Each child is helped to do the very best he can.
- the democratic values—each child is important. "All Children Have Gifts."

There is opportunity to learn to assume responsibility for one's own actions, to respect others, to share, to use materials wisely, to practice honesty, to develop moral and spiritual values.

• a balance of activity—work, play, indoors and out; reading, science, mathe-

matics and music, art, physical education—study, observation, experimentation exploration.

Hav

ry so

iun ho hings I lik hose

lifficu

ave e

nurs

day at

Each o eas c childre

nize.

Wh

ry se

nost c

hildre

ens to

ciall

e gra ubmit

orner

rith bi

e new

ome.

nay n

Don

ough

Miss

Late Som ulia v ome f

Miss sk he

EPTEM

- the past experiences of each child Good beginnings are important—it themselves and as the foundation of late learnings.
- the culture of which the child is part—customs, aspirations, traditions of family and community.

WHAT ARE GOOD DAYS?

As you look at good days from nurse school through the elementary grade you will find them alike because the basic considerations are there—different unique only in the application of the principles.

¹ Anne S. Hoppock, All Children Have Gifts (Washington, D. C.; Association for Childhood Education International, 1200 15th St., N.W., 1958).

^{*} Contributors: Sarah Blackford, Anna B. De Nancy Douglas, Carol Douglass, Julia Fussell, Har Harlan, Mitt Pearson, Ruth Peeler, Mary Spiers, Whitener, Esstoya Whitley.

h the Nursery School

Have you ever asked a four-year-old hild, "Why do you like to come to nursry school?" The answers you receive e apt to vary from "Because I have in here," "I just like to come," "The hings you play with are different," to I like to play with Bobby, Jean and ose others." Children of this age have difficulty explaining all the reasons why hey enjoy school. Teachers may also have difficulty interpreting the aims of nursery school and describing a good day at school for three- or four-year-olds. Each day is different, yet each good day has certain characteristics which both children and parents can come to recog-

When we realize that usually the nursery school is the first group contact ost children of this age have with each time, then we begin to note how such hildren react to one another. What hapens to a three-year-old when he is faced ocially with others his own age? Does e grab toys away from others, docilely ons submit to being the "baby" in the doll orner, or stand watching others build with blocks? He may not be able to share he toys or school equipment as they may e new materials that he doesn't have at ome. Sharing for another three-year-old hay not be a problem.

the Do Donna breaks pieces from her ball of ough and gives one to each child at the

Miss W. says, "Donna is sharing her ough."

Later Donna repeats, "I am sharing." Some children need help in sharing. ulia wants more dishes and tries to take ome from Susan. Susan holds the dishes ne is washing. Julia screams.

Miss W. says, "Julia, talk to Susan. sk her to share some dishes with you." Julia: "Susan, share with me." Susan hands Julia some dishes to

Miss W.: "Thank you." Julia: "Thank you."

Some three-year-olds are shy, hold back, hoping someone will see they want a turn on the bike. Four-year-olds, too, are not always sure they want to "play house" and to be a part of a group. At home they may have no one their age to play with; thus, this is a very new experience to learn how to be a part of a larger group. If they have older or younger brothers and sisters, it may be difficult to be a follower or a leader at nursery school where everyone is about the same

What happens when the three-year-old is away from Mother?

"Hi, I've come to school." This is Nancy's greeting for the nursery teacher. Eagerly examining some of the toys she says, "This-this-this, I like this."

Then turning to her mother, "I'm at school now."

Her mother asks, "Do you want me to go and to come for you at five?" Nancy readily agrees.

Nancy is looking at the easel and says, "I don't like to paint." The teacher, knowing that Mother has gone and the situation is new, replies, "If I show you how, maybe you will like it."

Nancy agrees and soon is discovering the wonders of paint. Almost singing she says, "I have paint on me . . . on my fingers . . . on my fingers."

Nancy, even with the joyous, confident greetings, needs the teacher's helping words, "I'll show you how."

Good nursery school days offer opportunities for being a member of a group, with an understanding teacher.

(Continued on next page)

PTEMBER 1959

atio atio

rse

ade

ATE

The nursery school teacher is alert to recognize that there may be many new experiences for children in the course of a day. Many of these involve animals and pets.

Matthew muses as he watches white

mice in the cage.

"We've got some animals . . . Find some mice . . . I like them. One, two, three, they are rocking . . . Their eyes are closed . . . Little baby is right up there . . . That is a big, strong mommie . . .



Taking turns

Courtesy, Nursery School, Fla. State Univ., Tallabassee

"I'm putting paint on the paper."



Baby, mother, and daddy mice."

Careful observation, the beginnings science.

om of

ren ar

overie

disc

easons

Pare

bout n

why the

onvers

rinted

tters e

on. F

tter to

Since

lay, mu

asons :

Anotl

vities :

the sp

igns of

nticipa

or plan

Child

hildren

lds we rown.

rging th

After hearing stories about the bee Anne asks, "May I borrow the bee boot to take home? My mother doesn't kno a thing about bees."

Creative activity through music a art experience should be included. So days have variety in the program for the to a farm or a zoo, to the fire station the airport. Some trips explore the neighborhood. Children this age are string for independence in various dreing, toileting, eating activities where a servation of others may encourage the who have had too much assistance home.

Does a good day just happen for you children? No, the teacher plans careful in advance to insure an environment of ducive for learning. The teacher here is important. She has training to knewhat children are like at this age and understand their potentialities. She insight into child behavior. She enjoy children, is not too busy with administ tive details, yet is aware of the entischool setting. She is alert to specineeds of each individual child. The mosphere of the school is one where children are busy and occupied yet a

Courtesy, Riverside Presbyterian Nursery-Kdgn., Jacksonville, Fla.

"Let me pet him."



PTEMB

ot regimented. There is a smooth flow rom one activity to another, unhurried, et definitely planned. Voices of chilren and staff are modulated. Unexpeced events are accepted easily and disoveries of nature are turned readily indiscussions as to cause and effect. Seasonal variations are included.

Parents often have many questions bout nursery school days. Why this and thy that? Informal contacts, telephone onversations, observations, conferences, rinted materials, bulletin boards and etters offer opportunities for interpretation. For example, this excerpt from a etter to parents:

Since outdoor play in itself allows for sand lay, mud pies, water play, finger and easel ainting, we would like to share with you our easons for encouraging this activity and for rging that you dress your child in old clothes.

Another letter tells parents about acivities at nursery school that are related to the spring season—the observations of igns of spring, poems and songs used, the nticipated visit to the lake and reasons or planning the trip.

Children, too, evaluate. A group of hildren who recently became five-year-lds were talking about how they had

The new calf at the farm ourtery, Play School, Atlantic Beach, Fla.



PTEMBER 1959

"We've grown taller."

"We've gotten fatter."

"We're smarter now."

And Sam says, "When we first came to nursery school, we put our coats in our lockers. I wouldn't put up my coat, and I wouldn't let anyone play with my toys."

Growth in responsibility and self-understanding is recognized by the child.

Good days for children this age are happy and full of stimulating new experiences in a wider world where teachers continually answer the "why's."



"Look! Bees do make honey."

Courtesy, Nursery School, Fla. State Univ., Tallabastee

Working alone, yet in a group



In the Kindergarten

What makes a day in kindergarten a "good day" to a five-year-old? Many intangibles go into the conscious or unconscious feelings about one's experiences in any given day. Certainly a kindergarten child rarely expresses in so many words all the reasons for being satisfied with himself and his activities in school. A "good day" might have its high spot or it might just as easily be made up of many, many parts that together add up to a feeling of well-being.

Peter was safe in his car with his mother. He was the last of the twentyfive to leave that day, and the teacher stood waving her good-by. The car started, jerked and stopped, and the mother called back, "I wish I went to kindergarten." Then the teacher thought of Phil as he had looked up at her that day and said, "I can't wait 'til tomorrow." A great deal of joy and satisfaction swept over her as she walked back to the room. The expression of eager anticipation of the child rang in her ears. The words of the mother sang in her heart

Outdoor space for creative expression



as she began further plans for Phil's morrow which she hoped would be other "good day."

91

an f

103 rure

and

the

learn to k

ere tion

F

ut t

ects

day,

said

o st

spac abou

t's i

T bou

rere them

lock

share

ures

SEPT

But why had it been a good day? Wh fascination did this "kindergarten re dence," as Jane called it, hold for the eager spirits and minds? Many tangible and intangibles had gone into the conous and unconscious feelings of the children. dren in regard to their days at kind

There was the doll corner, the doll w the frizzy hair and mended elbow whiting t Kathy adored. She had dressed and uner! dressed her many times that day. T record player was still now, but I teacher thought of Ellen and Harold in T ting on either side of it entranced by t stories they heard. Pat was the leader the rhythms, and round and round to the Barith girls would go in a circle, bowing a with clapping, and then breathlessly comit two over to ask, "Can we do a dance for the other children?"

Adequate space and materials contri ute to the good day and make it possib for the children to express their ideas a creative way.

The teacher looked at the library tab attractively arranged by the children Books cast magic spells upon kind garten children. The overflow of boo was on the shelves, but they seemed be now with so many books gone home to read over and over again by "Mommie and "Daddies." All of the child wanted the same book that day, beca it had been read at the story hour. W a thrill it was to finish the book, only hear, "Read it again," This day fostered an interest in books and a des to read.

Blocks, trucks, trains, clay, puzz crayons and paints were all in the proper places now. It seemed only a minutes since the room had been a

Courtesy, Univ. School, Fla. State Univ., Tallabara

hil's tire of activity. Firemen, policemen, be extors, nurses, pilots, engineers, gro-? We see the other. But it was serious living en re the five-year-olds. Drawers had been or the ened; skirts, scarfs, pocketbooks, highangible cled shoes had been pulled out and constraint to make the characters seem more he che

kinds Today was Nellie's birthday, and she d chosen Johnny and Sue to help her oll wit make the cake. What fun they had breakand ce! How pleased Nellie seemed when be children sang "Happy Birthday." It but that been her day.

rold a This day with its warm friendly at-by the mosphere had helped children feel se-aderi cure, valued and wanted. As they made and the cake, there were learnings too: ing a withmetic vocabulary — one-half cup, comit two eggs, one-quarter pound.

Now the teacher glanced at the globe and thought of the insatiable curiosity of the children of this age. They want to cossil tearn. They seek knowledge. They want deas to know all about everything, not just ere at home but far away. Each question is followed by another question.

Five-year-olds may be little people, but they have big ideas and like big sub-ects. Kelly, on entering the room one day, looked at the bulletin board and aid, "Oh, boy! I know what we're going to study about, and it's about rockets and pace, and I'm glad, and I could study about it 'til the end of the year because it's interesting."

They learned many interesting facts bout the world. And how delighted they were to explore and examine! They called themselves "scientists." Each day their lockers were filled with articles to be shared, and proudly they would walk around the circle clinching their treasures as if they were pure gold.



Courtesy, Henry S. West Lab. School, Univ. of Miemi, Coral Gables, Fla.

Observing and learning

This story dictated by the group reflects their learnings:

Our Birds

We have two parakeets named Beauty and Sam. They are both turquoise.

Beauty laid 6 eggs. She broke the first egg. A few days later she laid another one. Then she laid 4 more. Four of the eggs hatched. The last egg did not hatch. The last egg was as light as paper.

Here is an interesting thing about the eggs. They get laid in the afternoon and they hatch in the morning. It takes 18 days before the eggs hatch.

Good days provide intellectual stimulation: opportunities for asking questions and finding answers, learning new words and using them, beginnings in many areas of study. Children learn good work habits—to concentrate on the job at hand and to use and care for materials

Some days were big days, like the one when the children cooked their breakfast at school and the day they had the pet show and invited other children to attend.

for t

contri

y tah

ildre

kind

boo

ed be

e to

nmie

hild

eca

W

only

ty l

des

uzz

th

al al

aban



Courtery, Univ. School, Fla. State Univ., Tallahassee "Come, butter, come."

Kim and Lise's favorite day was the day they churned and as they chimed together, "Come, butter, come."

The most exciting time was the day the clown came and made up his face and all the children laughed and felt good knowing that the clown was a real man.

All the children would remember the day they boarded the big bus for the dairy. The springtime had taken them to the sheep farm, and they had watched the farm hand shear the sheep to make his comfortable for the hot summer weather which was soon to come. Real experience with human and physical environmentare needed.

spon

ing t

felt a

It

the :

com

mate

in f

knov

cryi

he w

And

66

66]

arm

went

right

othe

pene

mor

ing t

"Ye

moth

tion.

tial.

done

T

667

Se

Y

But other days were regular days. Chi dren busied themselves in daily routing -washing, toileting, napping, playing working and living together. Each de brought its problems, but in solving the problems the children seemed to acquire a sense of well-being. Alice, who has been fearful and shy, was now blossom ing in her new discovery—the discover of herself and her capabilities. Edward who had been bossy and self assertive was now able to take turns and usually could play without scrapping. Childre were learning to listen, to follow dire tions, to choose wisely and to go about their tasks independently. These were better days because the children then selves had helped to plan them—the n lationship between freedom and respons bility had been experienced.

The teacher looked at her watch. A smile crossed her face. These little crestures of energy had captured her hear and she knew it. She must plan, study and work. Phil's tomorrow would soon be here.

In the Primary School

"Look!" "Look!" "A fairy ring!"
"Up on the hill." "Come see!" Children
of all ages come trooping, faces shining
with delight, eyes wide with wonderment.
The dew of early morning washes each
tiny, rose toadstool. The ring shimmers
in glinting sun and trembling shadows as
children tiptoe around exclaiming, pointing, counting, wondering. They call arriving friends to see. The tone of the day
is set!

Every good day has some element adventure, discovery, beauty, awe.

Mathematical James finds it when discovers that five acorns and five acor may be shoved around to make six a four, or seven and three, or two and eig "It always is just the same," he exclain "They always stay, still ten acorn one Always ten big acorns."

Sandra comes with her mother's trea ured print of *The Blue Window* (Mitisse), hangs it over the bookshelf, and we live with it for days. One day we spontaneously talk about it—no two seeing the same thing. But beauty is there, felt and imbibed.

It may be beauty of spirit that creates the good day. It may be newly-found compassion, a sense of satisfaction in maturity. Bryan felt this when he came in from the playground saying, "You know, there was a smaller child up there crying for help. All of a sudden I knew he was younger. I knew I could help him. And I did."

"How?" queried Becky.

e hi

eath

ience

nme

Chi

utin

yin

ı da

the quir

he

380m

over

ward

rtive

uall

ldre

lire

thou

wer

hen

e n

ons

h.

cres

nea

tud

n b

TO

"I just knew how he felt and I put my arms around him and talked to him. He went off to the kindergarten feeling all right, too."

Sensitivity to others. Respect for others. These make a good day.

Yesterday afternoon something happened between John and Michael. This morning remembrance still stung. During the group discussion Michael began, "Yesterday my mother phoned John's mother and she said—"

"Michael!" rebuked John in exclamation. A long pause. "That was confidential."

"I'm sorry, John, I shouldn't have done that. That was mean of me."

The tone of the day was changed.

"O wonderful, wonderful and most wonderful, wonderful." — Shakespeare





Courtesy, P. K. Yonge School, Univ. of Fla., Gainesville The considered judgment of a friend

Bickering was dropped. What had started as a poor day was lifted into a good day as the group sensed growth in respect and confidence.

Each good day brings some living with the out-of-doors. Blue sky and cumulus clouds paint pictures for a child. It is good to stretch on tiptoe to examine the center of a flower; to sit on haunches and struggle with a deep, firm root; to watch



Courtery, P. K. Yonge School, Univ. of Fla., Gainesville

a turtle's slow determination operate: to feel the warm sun caressing one's back on the terrace while heat from the good earth comforts one's resting tummy. A long, slow stretch,--running, running, running face against the wind. The sudden companionable croak of a bullfrog in the outdoor classroom; the crescendo of other voices joining his; the mother cat who has kittens on our back doorstep and must be helped to nourish them and to overcome her terror of mankind; discovery of the burrow of the mother rabbit who tore the fur from her own breast and lined a nest under our castor bean plants-"Do you suppose she tore out all her fur?" "Look at the masses of it." "How could she stand it?"

These experiences give sustenance. They bring one close to Mother Earth where are the wellsprings of renewal for humankind. Atomic energy has not yet accomplished this. This, too, is science—science which cannot safely be ignored or diminished by mankind. It is part of good living. In our preoccupation with the horrors of physical science we are in danger of forgetting that natural science, too, is science—vital and of defense import.

ward achieving it. Applications are A good day is filled with gaining knowledge, with concentrated effort to-found, recognized, enjoyed, enlarged all through the day—not just at short, isolated intervals. Music goes hand in hand with numbers. Social learnings interweave with story, poem, scientific account, experimentation, writing. There is practice, hard work, repetition, mastery. All these are necessities to a good day.

There is a time to read and joy in reading: poetry; beautiful, stately and exact prose with words well chosen and clearly enunciated. Marchette says, "It feels good to get through with your work and settle down and have a real good book i

Some of the youngest third grades were confused and afraid. Place value meant little. "Carrying" was a confusion sound having nothing to do with cutruck, or other usual means of transportation. Mrs. S. looked at the confused one smiled, and said, "Let's try it this way." She helped them count themselves in groups of ten, walk each group "as whole-ten" over to ten's place, add the ones left and place them in one's place. Place values, adding, carrying took onew identifications. It was a good day in arithmetic!

Each good day must have a facing of its own stern realities. There are thing which have to be done whether appealing or not. Facts and skills must be learned even past the glamorous explorator stage. Common property must be pure away where all can find it. Material things demand care and a sense of responsibility. There is dusting, daily during, not just once for fun. Vases must be washed, blocks stacked, clay table cleaned, work finished by slow, stead plodding. A good life demands the necessarily-so daily routines. They have their own wholesome proportions.

Good days bring extensions of one world. Children tell of their lives in othe lands. They hear others tell of life it their own countries with folkways, idealiterature, beliefs explained. Childre speak the symbol sounds of another cuture and find they evoke feelings akin their own. "They are just like us. The love their mommies and daddies. The like to eat good things and play games."

The world grows wider through dra matic play, excursions, trips. Trips need not always be long. They need not al ways be to the dairy, the fire station, the harbor. They may be to the corner of of un ous f Brie tered meas

he s

the n

by a make Or when at mi

finity value italiz mans ute o grou

Si rates cepti and deve

ples

velo

In '

age unique of the A with is estimated is the control of the A with is estimated as a second of the control of t

dren gene pene deper resp

SEPT

the schoolyard, the house next door, or the nearby creek where "there's an island

and a peninsula."

ok I

de

lua

car

ay."

as I

the ace

1

g of inguing ling and ton purish reuse the able add

nee

av

ne

he

re cul he he

lr

IO

It is a good day that brings the sharing of unusual foods or ritual foods of various faiths. A first grade prepared Matzo Brie from a recipe given by a mother; lettered by a student participant; read, measured and eaten by all, while its symbolism was again relived in story told by a father. It takes all of us together to make a good day.

One primary grade has "tasting days" when new or disliked foods are sampled

at mid-morning lunch period.

Time, in the young child's day, is infinity, unmarked, non measured, not of value in itself and, therefore, not a capitalized pressure. A good day for humans cannot be ticked off by thirty-minute designations. There must be some grouping of parts of the day, some relat-



Courtesy, P. K. Yonge School, Univ. of Fla., Gainesville Every day has its do-si-do.

ing of experiences and learnings into a large flow of time.

"And lost be the day to us in which a measure hath not been danced. And false be every truth which hath not had laughter along with it." (Nietzsche)

In the Upper Elementary School

Since children develop at varying rates, the school has the obligation of accepting each child at whatever level he is and guiding him toward his maximum development so that he may live abundantly in a society dedicated to the principles of democratic living. Although development is inevitably a continuum, each age period is important; each contributes unique values to the eventual fulfillment of the child's promise.

Although the variation among children with respect to any phase of development is especially evident, there are characteristics that are somewhat typical of children in the nine to twelve age group. In general, they are becoming more independent, although at times they are quite dependent; they are able to assume more responsibilities; they are curious about

the world in which they live; they are concerned about the opinions and feelings of their peer groups; and, they are going through a period of rapid physical growth—in which the girls seem to gain over the boys.

A good school day in the upper elementary grades must provide experiences for children that take into account the varying physical, mental, social and emotional nature of each preadolescent child and the increasing perplexity of the social scene in which he lives.

School days may be good and yet not conform to a specific pattern or formula. There are many activities that do not occur daily but are essential parts of an ongoing program, such as taking trips and sharing information or dramatic interpretations with other groups. It is important, therefore, that plans for the day be flexible enough to include such activities when they are related to long-range

plans or to capitalize on significant happenings that arise during the day.

Recognizing the importance of flexibility with respect to (1) the types of learning situations provided and (2) the distribution of time which is devoted to the various activities, the following criteria may serve as a basis for planning good days:

The schedule is balanced as to the time devoted to various types of activities:

- The daily schedule includes a planning period; a work and discussion period; time for physical activities that bring into play the large muscles—music, rhythms, games, plays; practice periods for work in skills—arithmetic, oral and written expression, reading; time for eating the noon meal in a relaxed and unhurried manner; time for individual work and evaluation.
- The school day is divided into blocks of time in which children carry on many related activities.
- The activities of the day are scheduled so that a rhythm of activity and rest is maintained.
- Provision is made for children who arrive or leave on early or late buses or for some other valid reason come to school early and leave late.

Learning situations are balanced with respect to areas of experience:

• Experiences from the areas of social studies, science, arithmetic, language arts, health, music and art should be included in the program. It may not be possible to provide experiences from all these areas every day. However, over a period of several days, experiences from all these areas should be included in the program.

No matter how "good" the activities for the day seem to be, they are valuable only to the extent to which they help children (1) to develop feelings of confidence, (2) to be comfortable in the school situation, (3) to become sensitive to the feelings and problems of others, (4) to develop self-control, (5) to reach conclusions on the basis of reliable evidence, and (6) to become increasingly

efficient in the skills needed for partipation in a democracy.

The following series of illustration from the Palm Beach County, Florid Public Schools depict various parts good school days. The illustrations we not selected in terms of the continuous experiences of a group of childre throughout a single day. Rather, the were planned to show various types activities that contribute to good days from the groups of children.

Cour

abo

chil

the

dra

life

lap

roi

tive with

fold

aut

the of t

Con

det

me

SEF



Courtesy, Palm Beach Public School, Fla.

Guidance in use of the library

These fifth-grade children enjoy a period in which they are free to choose their own interests. Guidance in the use of the library enables them to locate information quickly.

Sharing is important to the preado escent. It takes many forms, but all mube purposeful for him and for other Performing for parents, friends anyounger children in the school may bring to a climax a study of American song and folk dances. Singing and rhythmic interpretations become a part of the physical activity program. The making of costumes provides the girls experience in simple sewing.



atio

orid

rts

We

nuo

ldr

th

es

18

an

ng

mic

the

ing

nce

DN

Courtesy, Highland School, Lake Worth, Fla. Interpreting a Japanese custom

The tea party shown in the picture above is one of the scenes staged by the children to demonstrate the customs of the Japanese people. Through creative dramatics, children are able to interpret life in faraway places. Interest in Japanese customs probably stemmed from the fact that fathers or other relatives of the children had served in Japan the armed forces. Pamphlets, folders, maps, costumes, souvenirs and authentic articles from Japan enabled the children to learn many of the customs of the Japanese people.

In this classroom a practice period for



Courtesy, Belvedere School, West Palm Beach, Fla. Developing arithmetic meanings

developing meanings and skills in arithmetic is underway. Six different activi-SEPTEMBER 1959

ties are taking place: discovering fractional equivalents by using felt cutouts on flannel boards, testing knowledge of the basic division combinations, playing a game with pie plates in order to understand the relative value of unit fractions, checking understanding of decimals by drawing circles and tenths of circles, cutting empty milk cartons into thirds in order to clarify the process of subtracting fractions from whole numbers, and studying fractional wall charts to determine fractional relationships. Each child is working on some phase of arithmetic that is challenging to him.



Courtesy, Belvedere School, West Palm Beach, Fla. Interpreting pioneer life

Reading instruction organized around pioneer life becomes more meaningful when a corner of the classroom is arranged with authentic pieces of furniture and equipment of that period. Children's interpretations of people and places are illustrated in their original drawings. Home-school cooperation is strengthened through loan of treasured family heirlooms such as the spinning wheel, the churn and the coffee grinder.



Courtesy, Highland School, Lake Worth, Fla.

Making an electric motor

A special consultant helps these sixth graders carry out a series of experiments in basic electricity. The children have learned the principle of an electric motor and have succeeded in making a motor; they have learned that an electric current attracts many particles—they have experimented with electro-magnets; they have made a chlorine generator. They have learned to measure electricity in terms of volts, amperes and ohms as they have made several electric circuits.

Cooperative planning and follow



Courtesy, North Gr. School, Lake Worth, Fla. Working in groups

through are important to the preadolescent. Another group of sixth graders in the same county is involved in a study of Central Europe and the Scandinavian

countries. In planning for this study the teacher and the pupils decided to organize the class into small groups—each group to be responsible for the study of one country. During the planning period. the teacher recorded on the chalkboard the things that the children wanted to learn about each country and the activities they would like to carry out. Following the general planning session the children arranged themselves in groups for further planning and for beginning their search for the information desired. Materials available include textbooks library books, atlas, maps, encyclopedia, world almanac, magazines, pictures and globes.

WHAT MAKES A GOOD DAY?

A really good day means learning how to live. It has a rhythmic quality of job, serenity, challenge, exploration, hard work, accomplishment, sharing, wonder. It moves on a singing balance of active and quiet, tension and relaxation, challenge and serenity. It has plan and organization with regular routines and stern duty met. But it also has flexibility, surprises, humor, unforeseen opportunities, essences. It is enveloped with happiness. It is sustained by love.

A good day is reflected in the face and the heart of a child.

Courtesy, P. K. Yonge School, Univ. of Fla., Gainesville



Lea

wing becomes to unin me how

0

the child new in the do the after the contract the contra

gets let's sona I'm

childr TI

Learning Has Many Beginnings

All beginnings of learning experiences do not start at home, in nursery school, kindergarten or first grade. Some beginnings come at other levels. Lovelle C. Downing, director of curriculum for kindergarten through sixth grade, Modesto Public Schools, California, describes new experiences children anticipated in a third grade and those a sixth grade "learned, remembered or especially enjoyed."

W HAT TIME OF YEAR IS MORE EXCITing to the teacher than those first days of becoming acquainted—a room full of personalities—personalities to discover, to understand and to lead on to next steps in many fields of endeavor? Where and

how shall she begin?

the

act of

od.

ard

ivi

ol

the

1pe

ng ed.

ks,

ia.

nd

ON

ob,

ırd

er.

ve

al

or.

nd

ty,

ni.

p-

ille

One third-grade teacher found time on the first day of school to talk with the children about their expectancies in their new grade. She began, "Now that you are in the third grade, what do you expect to do that will be different from last year?" The teacher listened to their ideas and after the discussion listed these ideas on the chalkboard:

Late one spring, in another school, a sixth-grade class was thinking about leaving elementary school and entering junior high school in the fall. They were experiencing mixed feelings about leaving friends, the teacher and the old school as they prepared to go to the new junior high. Through a variety of learning experiences the class had been knit together more so than usual-or so it seemed to the teacher. Throughout the year, for example, they kept a scrapbook containing many group and personal experiences. George and Frank had joined a Boy Scout troop that year; Henry had won the marble tournament; Kathy had shared an interesting personal letter; Helen's unique and creative stories were often put in the scrapbook. The class had given a program for a neighboring school; pictures and programs were saved; newspaper clippings that told about school affairs were added.

Sensing their feelings as natural, the teacher asked if they would like to write about something they had learned, remembered or especially enjoyed about the sixth grade.

That evening the teacher read the comments:

I enjoyed being the school librarian. It made me happy to help the younger children. I love our library. I think I'd like to be a librarian when I get big.-MARY

I'm glad I learned to play baseball. Now the big kids on our block will let me play

with them this summer.—JOHN
I've learned a lot about places far away.
It has helped me because I want to travel

Now that we are in the third grade we

-have more books with harder covers

-bake bread 1

-do swing writing

-read more books because we read

-play with the older boys and girls on the playground

go to Recreation after school learn to play baseball

-get to do plays 2

"This is a good list. I hope everyone gets his wish. If anyone has a new idea, let's remember to add it to the list. I personally like third grade, too. That is why I'm a third-grade teacher."

³The rumor was that Miss C. baked bread with the children as they studied Grains and the Bakery.

³ This was another rumor about Room 8.

around the world when I get big. Maybe I'll be an interpreter of languages too.—JACK (who always had a hand full of travel folders to share any time the class began a new cultural study)

The nicest thing that ever happened to me was to be elected president of student council. I didn't know I had so many friends. It's also nice to help look after the school.—JANICE

The time I liked best this year was during

"I enjoyed being librarian."

our study of electricity. Jim H. and I learned a lot when we fooled around with wires and batteries. I hope we can be on a committee together next year. My dad wants me to be a scientist but there are so many things I don't know.—BEN

S

catio

Mo

gest

for

COVE

ical

that

big

diffi

Thu of t

whi

be a

inte

lear

opp

Bak

tiple

The

the

foll

writ

crea

mea

"me

"los

"rec

I enjoyed all the talks we had about important scientists. Sometimes I get to thinking that everything will be done before I become a man.—Joe

The day I remember best was the day before Christmas vacation when you let us paint most of the afternoon. I never painted like that before.—ALICE

The happy days for me came when you said, "It's time for chorus." If I get to sing from now on maybe I'll be a singer when I'm a young lady.—LUCILLE

Do these comments from third- and sixth-grade children imply that the school experiences should be planned only to please children? Far from it, but it does say three things: first, that children anticipate or remember with pleasure those experiences which satisfy some basic need; second, that a sensitive teacher can use what she knows about the nature of the child and how learning takes place to plan and weave those experiences into the most formal curriculum; third, that there are some learning experiences that begin in the intermediate grades. The sensitive teacher knows that feelings and attitudes are as important as skills and knowledges and greatly influence the learning involved.

". . . elected president of student council"



Some of the remarks and their implications for the discerning teacher follow:

"More Books with Harder Covers"

"More books with harder covers" suggests that a child realizes that he is ready for the next step. Even though a hard cover versus a paper back refers to physical make-up of the book, a child knows that a hard cover means a book like his big brother's book. To him it seems more difficult and hence more challenging. Thus, a hard book and a greater number of them become a kind of motivation which the child feels and responds to. To be able to read more books through the intermediate years extends and develops learning as a process and offers wider opportunities for learning.

Baking Bread

ned

and

ttee

e a

on't

im-

ing

me

be-

int

like

you

ing

ľm

nd

ool

to

es an-

se

sic

an

of

ce

to

at

at

he

nd nd

he

Baking bread in school brings multiple, varied and rich new learnings. There is the pleasure of a study trip to the bakery to gather information. This is followed by discussion; doing research; writing original stories; experiencing creative art or rhythms; learning the meaning of mathematical terms such as "measure," "pint," "ounce," "pound," "loaf," "temperature," "sift," "knead," "recipe"; the sensory smell of fresh new

bread; the savory pleasure of tasting it and the blessed joy of sharing it with others.

Playing Baseball

To "grow into" an age when you can play baseball and participate in afterschool recreation offers new learnings in physical coordination and dexterity. It requires new motor skills. It offers the social opportunity to be on the team which gives status. Children who do not



Photos, courtesy of Modesto City Schools, Calif.

Folk dancing—a satisfying outlet



achieve this at a given age often pay a price.

Cursive Writing

The children who wished to try "swing writing" doubtlessly were ready to experience a new learning. Indeed, "swing writing" is a descriptive term to contrast

-base-ball

cursive writing with manuscript print. Practicing the new skill when physical coordination is ready makes the transition easy and does not interfere with the ability to express original and personal thoughts.

Creative Expression

The desire to sing in the chorus, to be in the orchestra, to be in a play, or to paint uninterruptedly for a long period of time indicates the need for esthetic expression which is basic to living. At the intermediate level learnings in these areas need to be extended rather than discontinued. They provide satisfying emotional outlets and make the day rewarding when one is nine, ten or eleven.

Developing Citizenship

One does not have to talk about good citizenship if an environment is created that provides opportunity to live it. Looking forward to being a member of the traffic squad, serving in the cafeteria, being a member of the student council to help decide things, or being chosen as a librarian provides opportunity for democratic learnings that come from actual service.

Ho

FIN

to th

ing?

a col

with

Eval

part

cern

at th

year

that

socie

bour

Tead

teacl

They

for

send

Tom thing

volve

ing,

velo

the u

who ing

seem

or w

ascer

SEPT

T

Planned Learnings

Such learnings as described cannot be left to chance. To make such learning possible implies involvement and requires a knowledge of children's needs and problems. Empathy is necessary. The spirit of intellectual curiosity should prevail.

Evaluating Self

Constant appraisal is perhaps the most important requisite of all. Periodically the teacher must temporarily forget guidelines, courses of study, textbooks and daily trivia and say to herself:

What am I really doing?

How can I help in the process of adding new learnings?

Am I giving a balanced program for these children now so that they may grow and develop in all possible ways?

Is life for each child rewarding yet challenging enough to help in reaching out for self-realization?

Gift to ACEI Building Fund I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of SIGNED DATE DATE ACE BRANCE I AM AN INTERNATIONAL MEMBER I AM NOT A MEMBER Gifts to Building Fund are tax exempts

How Can Teachers Know

f the

eria

uncil 10sea

from

ot be

ing

Te-

eeds The

ould

mod

all

rge

ook

add

for

may

ibl

ch

What Children Are Learning?

Evaluation must extend to the school program and to the teacher. "How much have the children learned?" cannot be separated from "How well has the teacher taught?" Afton Dill Nance, elementary consultant, California State Department of Education, Sacramento, gives many classroom illustrations to help answer these questions.

FINDING COMPLETE AND VALID ANSWERS to the question, "What are children learning?" is not easy. Effective evaluation is a complex process. It is involved not only with the product but with the process. Evaluation is continuous; it is an integral part of every school activity. It is concerned with growth that may be observed at the end of a lesson, a day, a week, a year. It is also concerned with growth that will be measured by the kind of society that will exist in 1976.

The morale of teachers is closely bound up in problems of evaluation. Teachers accept the responsibility for teaching for the good society in 1976. They recognize the necessity for waiting for growth to take place, but nothing sends them home happier on Friday aftermoon than some solid knowledge that Tommy and Susie have learned something this week.

Obtaining this specific information involves respect for the principles of learning, knowledge of child growth and development, clearly defined purposes, and the utilization of a variety of procedures for obtaining the information. Teachers who understand the principles of learning are not discouraged when progress seems slow, when plateaus are reached, or when regression occurs. They do not expect learning to take place on a steadily ascending curve. They know that sudden

spurts of competency, flashes of insight, and notable consolidations of learning are also part of the process and will occur when the situation is right. They recognize the meaning and respect the importance of readiness for different educational experiences. They know that children learn most efficiently when the time is right and when the experience has meaning for them.

Knowledge of child growth and development helps teachers recognize that ability to learn is closely bound up with physical and mental health and the child's total personality. Each child has his own tempo for learning, as he has his own rate for growing. Professionally competent teachers protect the right of each child to be his age and to do what he is ready to do-not what his neighbors do or what tradition has assigned as "the work of the grade." They understand the importance of helping children to grow in self-confidence. Their actions are consistent with the knowledge that girls and boys need love and security as they need food and fresh air.

The basis for any program in evaluation is to know the goals. Teachers must be able to respond without hesitation to

¹ Illustrations used in the article were contributed by supervisors and teachers from the following school districts in California: Compton City Elementary Schools Elementary Schools; Imperial County Schools; Indio Elementary Schools; Placer County Schools; University Elementary School, University of California, Los Angeles.

the question, "What are your purposes?" This question must be answered for individual lessons as well as for a sequence of related experiences. The broad goals of international friendship and of citizenship in a democracy, as well as the goals of achievement in specific fields, must be included. Because no two children are alike, no two can be held to identical standards.

The filmstrip, A Good Day in the Kindergarten,2 shows two children working with clay. One says, "I'm making a man. He has a head, arms and legs." Her companion says, "I am making a really, truly cupcake." The purpose of this activity was to encourage creative expression. Judged by this goal, both children were successful. Obviously, the complexity or the beauty of the product did not enter into the evaluation. However, the products and the conversation gave the teacher insight into the level of creativity of which each child was capable when clay was used as a medium. From his observation the teacher could set realistic goals in this activity for each child. He would make no assumptions regarding the creative ability of either child on the basis of this experience but would provide a wide range of activities in speaking, writing, painting, construction, rhythms and play which would provide further information for the teacher. The cupcakemaker might reveal a high degree of creativity in a rhythmical interpretation of the snowplow.

A comprehensive program of evaluation can be carried on only in a school which provides a rich variety of experiences for children. A limited program develops a limited range of capabilities, and many talents and interests may never be discovered. Valuable information may be obtained from the proper use of standardized tests; but observation of children's social relationships and study of their pictures, written work and other products are essential if teachers are to gain the insights which will help themplan for individual growth.

Answers must be found to question like these:

Has information gained been utilized in new situations?

Have skills been extended and refined? Have new interests arisen?

Have changes in social relationships taken place?

Answers to these questions can be found in the spoken and written expresion of children; in their paintings, their rhythms, their play, their construction and in other activities. They can be discovered in children's social relationship through observation by the teacher. The section which follows records what teachers have found as they observed the children in their classrooms.

Has Information Gained Been Utilized in New Situations?

A group of girls and boys in nursery school had enjoyed watching their teacher's puppy grow up. They were desolate on the days when Russell could not attend school. One day one of the parent brought a goat to school for the children to see. When Jane met her mother, she ran to her joyously and exclaimed "Mother, Mother, we have two dogs a school now. One is named Russell, and one is named 'goat'."

Following a discussion of caterpillars. Bill, who was in kindergarten, reported to his teacher, "Guess what, Mrs. Conboy, I found a male catepiter and a regular catepiter."

The children in the first grade had been discussing how airplanes comdown. This led to a discussion of gravity. The teacher asked, "What is grav-

CHILDHOOD EDUCATION

SEPTE

ity?"

quotat

Yes,

If v

That We'd

It m

It ke

Also

My

Yeh,

It ho

It he

An

rials l

forma

sure.

John

mouthe

As the

water i

to anot

that or

and no

the fur

the firs

went b

bottle '

"Hmm

looked

the wa

He por

down i

full aga

The te

looked

the wa

her of

she loo

at all.

momen

what's

here w

magne

down.

Som

² Helen Heffernan, A Good Day in the Kindergarten, Filmstrip and Recording (California Association for Childhood Education, 1955).

ity?" The following comments are direct quotations from the children:

Something in the earth that pulls things back-like a rocket has to have a certain

amount to pull it down.
Yes, it does pull us. My father said so. If we had no gravity we wouldn't stay

down. It holds us down.

That floor has gravity pulling it. We'd float into space without gravity. It makes us so we won't get away. It keeps everything from going away. Also houses would too. If we were standing

here we wouldn't stay here.

My father says that it pulls like a giant magnet.

That's how we can stay down.

Yeh, because it pulls everything down.

It holds our lockers down.

ni

It holds our feet down so we won't go up.

An opportunity to manipulate materials helped a fourth grader utilize information about the effect of air pressure.

John was pouring water into a smallmouthed bottle, using a funnel and a pitcher. As the funnel filled but did not release the water into the bottle, he turned his attention to another container and started to pour into that one. The teacher observed his actions and noticed that as he accidentally bumped the funnel and the water dropped down into the first bottle, he responded in no way. She went by, stooped down, looked at the empty bottle with the funnel full of water and said, "Hmm, something must be in the way." John looked too, accidentally bumped the funnel, the water released, he looked up, surprised. He poured water into it again, some went down into the bottle, but the funnel was soon full again, even though the bottle was not full. The teacher repeated her comment, John looked again and said, "Nope, nothing's in the way." He repeated his experience a numher of times. As the teacher walked away, she looked back to see if John were intrigued at all. He had become curious and in a moment or two yelled, "I know! Air! That's what's in there! See!" The teacher returned to enjoy his discovery with him and try it, too, at John's invitation.

These incidents showed how the children were able to apply knowledge. They SEPTEMBER 1959

also clarified the causes of confusion and helped the teachers plan the next steps in learning for each child.

Have Skills Been Extended and Refined?

A teacher of a group of kindergarten children which includes many girls and boys of Spanish-speaking background evaluated growth in language facility.

The children enjoy dramatic play in their housekeeping area. In the beginning most of them know the words "bowl" and "spoon." Then as they learn the words for "fork," "knife," "plate" and "cup" they begin to use them in their daily play, but as words only. Toward the end of the year, however, they say, "I'll fix the table for mother with a plate and a cup," or, "Mary forgot to put the knife on the table.'

A teacher reports her observations on how one boy learned to read.

One of my third-grade boys was terrified of reading last fall. Facial tics and speech problems resulted from the tensions under which he labored. It was a red-letter day when he found a tarantula wasp and searched for information about it in the science reference materials in our room. Confidence grew as he reported his findings to the class and to other rooms as well. Now he reads with avid interest books from the science center and from the room library. Because of his new-found success he has gained the self-confidence and the security with his peers that he had sadly lacked when the school year began.

A description of activities in a sixth grade indicates that learning has taken place.

When children ask many questions of the teacher and when these questions indicate real interest, the teacher knows that learning is taking place. We use many models and concrete objects in our sixth-grade class because several children in the group learn most effectively through concrete experiences.

The children are interested in a model of the solar system. They like to compare their body weight as it is on the earth with what it would be on the various planets. When they

use the names of the planets freely, I believe that they are learning.

These teachers identified specific areas in which they watched for growth. The kindergarten teacher observed language usage, the third-grade teacher identified the experience which set off the spark of learning (finding the tarantula wasp), and the sixth-grade teacher measured growth by the number and the quality of the questions asked as well as by the ability to use new vocabulary. Attention was focused on one or two aspects of the situation and as a result the evaluations were clear cut and specific.

Have New Interests Arisen?

One first grade enjoys writing stories so much that the activity is a popular one during the daily "free choice" period. This activity is usually carried on toward the end of the school year. The teacher says, "I am often unaware of the stories until the children bring me the finished papers." Here is one of Glinda's stories:

I am going to go on a camping trip this week end. My mother and my father and my sister and maybe my dog will go with me. My grandfather is going to put a rope around our sleeping bag. Then the snakes cannot get us.

The time for free creative writing was a good time for Glinda.

The second grade had been studying the wholesale market. The children dictated stories to illustrate pictures they had drawn.

Pauline wrote:

This truck is parked on the corner selling watermelons.

The lady is coming to buy a watermelon.

Jimmy's story reads:

This is where the food is grown: corn, tomatoes and carrots.

This is the wholesale market where the fool is taken.

that

tions galle

more

I kn

curio

abou the v

from

Il

N

rien

rien

tive

for t

Hav

Rela

three

kind

once

time

repo

boys

Seem On 1

itself

"You

troul

the b

A

On

A

Th

This is the store where the food is sold to us.

Here is Rosa's story:

The man in the truck is driving the truck. He was passing by and saw how good the food was. He saw the man watering. He got some tomatoes because they were so good.

tomatoes because they were so good.

He went to the wholesale market. Then the food was taken to the store. Then they unlikely the store is the store of the store.

After they unloaded the food, they sold it After they sold the food, it was night. They closed the store and the man went home.

These stories reveal how new interests have developed from the study of the wholesale market. They also tell us that Pauline is a close observer of her own environment and that Jimmy and Rosa can organize events in logical sequence. Rosa is also able to add a touch of the dramatic to her story.

Robert, who was in the third grade, wrote and illustrated the story which follows:

The Bull Fight

The bull fights are fun. I once saw a bul fight that was the best one I ever saw. Casina, the bull, was mean. Casbana, the bullfighter, was brave. He stood up there and held out his chest. The bull charged and Casbana put up his sword and wham!!! the bull was dead, and that's why it was so good.

Robert's picture (next page) tells the story as vividly as his words. A versatile and talented young man!

A sixth-grade teacher recognizes that new interests may take time to emerge.

I was frankly discouraged when I went with my sixth graders to visit an art gallery. There didn't seem to be any depth to their observations that day, and they wandered aimlessly from one display of rare Oriental art to another.

Then I discussed this with one of our ditrict administrators, who said that this habeen a first experience and that the children had brought limited backgrounds and no experience at all in this kind of observation, and

94

that the next visit would show much growth.

ood

Bold

ood ome

the

un

it

hey

the

hat

WI

088

CC

the

de,

ch

na, ez, hie

le

Then when the children began to ask questions about the things they had seen at the gallery and to relate the experience more and more to their social studies and creative work, I knew that they had learned. They were curious about the antiques and were concerned about their age. They wondered what one of the vases had been made of and whether the "old-looking" dust clinging to it had come from its ancient hiding place.

I began to see that learning had taken place. New interests grow out of vivid experience. Wise teachers provide the experiences, keep open all channels for creative expression, and wait with confidence for the growth that is sure to come.

Have Changes in Social Relationships Taken Place?

A substitute teacher was called to work three times during the school year in one kindergarten. She worked with the group once in the early fall, once at Christmastime, and again in the late spring. She reports her observations as follows:

On my first two visits a small group of boys were having trouble, and their problems seemed to be beyond their powers of solution. On my last call, the group began to upset itself again, then I heard one of the boys say, "You are beginning to be selfish," and the trouble was dissolved.

A great deal of change has taken place in the block play. Earlier the children built with .

meaning, but only such things as airplanes to sit in. Today I was approached by a boy who needed a "map" for his block town. He said, "I need to know what direction to make the street my house is on."

Many of the children's paintings have progressed from disorganization to well-defined ideas and designs.

These children are learning!

A second-grade teacher reports how a potential bully reacted to responsibility.

Craig's parents were worried over his behavior. At every conference the problem of helping him achieve self-control was discussed. After some hesitation Craig was asked to be a safety patrolman. Last week a small boy was cornered by two larger boys and they were all standing poised and ready for attack. Just then Craig, the patrolman, spotted the trio and with all the strength of the law itself marched over to the little fellow, put an authoritative arm around his shoulder, and saved the day. Craig is now bursting with good works.

A fifth-grade teacher wished to evaluate the playground behavior of some members of her group. She selected four children for special study and observed them for one period. She then planned a class discussion of the rules of fair play and observed again. Other observations occurred after new leaders had been chosen and after the children had received instruction on what they could do to settle arguments without fighting. The

"The Bull Fight"

Robert Lopez, age 8



questions used for the observations are listed below:

Does he obey the rules of the game without reminders or direct supervision?

Does he recognize the rights of others by taking turns?

Does he volunteer to help others?

Does he use peaceful means to settle arguments?

Can he stand up for his rights without giving way to anger?

Is he considerate of the feelings of others?

Does he accept defeat without complaint and triumph without boasting?

Assessing growth in social relationships is complex because many factors work together to determine behavior. These teachers have simplified the problem of evaluation by selecting one aspect of behavior for special study or by limiting the study to a few children.

Have Children Evaluated Their Learnings?

Many teachers ask the children to evaluate their own learnings. This often gives both children and teacher a fine sense of accomplishment. Toward the end of the year a first grade discussed what they had learned. The learnings reported are varied and impressive.

David: I didn't know how to go on the slide. I watched other people.

Ricky: You gave us name cards and we learned to write our names with crayon.

Lorenzo: I didn't know what a film was... It is a story that you see on the screen and the pictures move.

David: And there is music!

Rusty: (triumphantly) And you have to have a projector.

Jessie: I learned to read.

Jane: We looked at pictures to see if they were the same or different.

Barbara: I didn't know how to play tether ball. Jane and Cathy "learned" me.

Teresn: I learned to let other persons talk until they got finished.

These comments reflect a fine atmosphere for learning in that classroom.

Jane can report that she learned to look at pictures with the same pride that Jessie felt in learning to read. David was free to admit that he didn't know how to go on the slide although others did.

Teachers who evaluate their programs through observation of children at work and play develop many skills and insights. Among these is the ability to ask the right question at the right moment. The following incident illustrates this point:

Vernon had been busy for a long time ar, ranging blocks, boxes and planks into a structure which became a boat. He worked alone most of the time, very absorbed in his play. At cleanup time the teacher noticed a lot of crumpled paper on the floor near his boat and strung out on the floor behind his boat. She intended to urge him to pick it up and throw it away, but asked in this way, "Is this part of your boat?" Vernon answered, "Yes—it's a foggy day and that's the smoke, it just goes down and lies along the water."

The way in which the question was phrased preserved Vernon's creativity and self-respect and gave the teacher insight into his capabilities. A request to pick up the papers would only have tidied the room.

Evaluation must extend to the school program and to the teacher. "How much have they learned?" cannot be separated from "How well have I taught?" The teacher who makes evaluation an integral part of every experience grows in selfknowledge as well as in knowledge of the capabilities of the children. This teacher will discover strengths and weak nesses in the children's learning and in his teaching. He will face these strength and weaknesses with pride, humility and objectivity. He will work to deepen his insights and improve his skills in evaluation. Only by using the solid knowledge of what children have learned can teacher make intelligent decisions about what he should teach.

An ACEI Year Begins

I feel extremely fortunate to be serving as president of the Association for Childhood Education International during the years that our dream—our own Childhood Education Center in Washington, D. C.—takes shape and begins to become a reality. Groundbreaking on May 24 was an impressive occasion. As your spokesman I felt I was the voice speaking for all of you who helped to make this occasion possible with your generous gifts of money, time and service. The next year will be a history-making one in our Association—we will be moving into the new Center and dedicating it to the service of children all over the world. Can we meet the challenge—a debt-free Childhood Education Center by April 1960?

Frances Hamilton has resigned as executive secretary to work at the Office of Education. She has been at Headquarters during the important years when the ACEI Executive Board and the Steering Committee were examining properties, raising funds, and seeking zoning permission for the Center. In helping to direct these activities for the past eight years, she has given dedicated service to the Association. We wish to express our deep appreciation and wish her great satisfaction in her new work. We know that the Association will con-

tinue to have her support in its ongoing program.

look

essie

free o go

ams

vork

in-

ask

ent.

this

e ar

true

lone

play.

She

Irow

part —it's

goes

was

vity

in-

ave

100

uch

ted

The

gral

elf

his

ak

in

gth

and

his

ua

dge

1

oul

TON

We welcome to Headquarters Alberta Meyer as executive secretary and Florine Harding as associate secretary. Miss Meyer brings to her position a rich background of experience in ACE and ACEI. While president of the St. Louis ACE, she served as local chairman for the 1948 ACEI Study Conference. Following this she was the ACEI Fellow, 1948-49. Other services include: president of Missouri ACE, 1950-52; member of Board of Editors of Childhood Education, 1949-51; chairman of Board of Editors, 1957-59; contributor to CHILDHOOD EDUCATION; member of several ACEI committees; ACEI interpreter; and adviser to Local ACEI Conference Committee, 1959.



Alberta L. Meyer

Miss Harding, also an ACEI fellow, 1957-58, taught for fourteen years in the Oakland, California, Public Schools. She demonstrated her potentialities as a staff member in her work with study groups at the 1958 Study Conference and in her organization of the first State Presidents' Meeting, August 1958. Miss Harding will work primarily with branches, helping to interpret ACE and its relationship to ACEI.

Kathleen Shafer, the 1959-60 fellow, comes from Tulsa, Oklahoma,

and will serve at Headquarters in Washington, D. C.

I hope to see you at the 1960 Conference in Cleveland, April 17 to 21.

EUGENIA HUNTER, President

News HERE and THERE

By ALBERTA L. MEYER

Some of you may not recognize me in my new location in the magazine since I moved from the inside front cover and the chairmanship of the Editorial Board to this page and the responsibilities of Executive Secretary. May I assure you, however, that I am the same person — wearing a different "hat." It is a privilege to serve the Association in any capacity and I am grateful for even wider opportunities for service in this position.

New ACE Branch

Dale Howard-Texarkana ACE, Texas

Reinstated Branches

Plemos ACE (formerly Volusia County),

Coppin State Teachers College ACE, Baltimore, Maryland

New Officers

Eugenia Hunter, professor of elementary education at Woman's College, University of North Carolina at Greensboro, is the new ACEI president, 1959-61.

Miss Hunter is a member of the U. S. National Committee for Childhood Education, the National Education Association, the Association for Supervision and Curriculum Development, Delta Kappa Gamma and Pi Lambda Theta.

She brings to her office a great deal of experience in ACE work, having held numerous offices in the Greensboro and North Carolina ACE. She was a member of the Board of Editors, CHILDHOOD EDUCATION, from 1947 to 1949 and again from 1957 to 1959; served on the ACEI Executive Board during 1952-54 as vice-president representing primary education.

pr

fo CI

zil

Ec

80

ve

tic

Pr

As

an

ed

H

W

ate

Su

be

in

an

sta

pr

80

en

sic

co 19 lic fai

AC

pr the ha ou be the

fol Co

Miss Hunter collects early types of readers and storybooks for children, is president of the oldest book club in Greensboro, and for-

tunately likes to travel.

ACEI's newly-elected vice-president representing nursery school education is D. Keith Osborn of The Merrill-Palmer School, De-

troit, Michigan.

Mr. Osborn is a member of the National Association for Nursery Education and the Society of Sigma Xi. He has contributed to many educational publications, among them CHILDHOOD EDUCATION, and is co-author of Creative Activities. Watch the October issue of CHILDHOOD EDUCATION for ways he collects materials to use in talks for ACE Branches during field work.

Keith Osborn brings to his new position a wide experience in the educational field. In addition to his current position as coordinator of community services at Merrill-Palmer, he is serving as a part-time faculty member at Wayne State University. He is especially interested in literature for young children and reports as hobbies art and western Americana. He is among those men who can boast of having taught nursery school.

The ACEI vice-president representing kindergarten education is Lucile Lindberg, coordinator of student teaching at Queens College, Flushing, New York.



Eugenia Hunter



D. Keith Osborn



Lucile Lindberg
CHILDHOOD EDUCATION

Miss Lindberg brings to her new post an extensive background in ACE work: several offices in the Metropolitan New York ACE; president of the New York ACE, 1953-55 and ACEI representative 1957-58. She contributed to the ACEI bulletin, Social Studies for Children. She served from 1955-57 on CHILDHOOD EDUCATION Board of Editors and is currently the editor of Among the Magazines for the journal.

Miss Lindberg is a member of the American Educational Research Association, the Association for Supervision and Curriculum Development, the National Education Association, the American Association of University Professors, and the National Kindergarten

Association.

CION.

7 to

oard sentiders

for

eith

De-

onal

So-

d to

hem

thor

ober

s he

ACE

n a

ina-

ner,

r at

in-

and

eri-

oast

kin-

erg,

ens

ON

She is author of The Democratic Classroom and co-author of The Flexible School.

Last year Lucile Lindberg spent several months in the Soviet Union studying Russian education and secured an article for CHILD-HOOD EDUCATION by exchanging one of hers with a Russian journal. She enjoys the theater, concerts, exhibits of modern art.

Summer Board Meeting

The Executive Board met August 17, 20, 21 before and after the State Presidents Meeting in Washington, D. C. The Board members had an opportunity during the two-day meeting of state presidents to get acquainted with the problems and the good practices of state associations, to catch the feeling of this influential group about ACEI affairs and to sound them out on many matters for needed decisions.

During their three-day sessions the Board considered finances and budget, plans for the 1960 conference, reports of committees, publication planning and schedules, Branch affairs including field work and cooperation with other organizations. Long hours were spent in planning for the best interests of the Association.

ACEI Center

Since groundbreaking on May 24, great progress has been made on the building. Over the summer the reinforced concrete "skeleton" has risen, making it easier to visualize the various rooms. The contractor has saved a number of trees on the property which will add to the landscaping.

State presidents and members of the Executive Board picnicked at the Center in August followed by a "family" cornerstone laying. Construction is progressing on schedule.



Florine Harding

Florine Harding Becomes Associate Secretary

The staff enthusiastically welcomed the return of the 1957-58 Fellow to ACEI Headquarters as the staff member in charge of Branch work. As the Childhood Education Center becomes an actuality, the ACEI Executive Board's decision placed the responsibility for the coordination of Building Fund activities on the staff, with Miss Mary E. Leeper serving as adviser. Miss Harding will work with Branches to clarify their relationship to the Association and their responsibility for the Center. Miss Harding, who is a former teacher in Oakland Public Schools, served as president of Oakland ACE before her year as the ACEI Fellow. She brings to her new position a deep commitment to ACEI purposes.

State Presidents Meeting

The second summer meeting of presidents of state associations was held in Washington August 18 and 19. This was the first time the entire Board met with the state presidents. On the agenda were: "sharing time" for exchange of ideas and sessions devoted to publications, 1959-61 Plan of Action, Childhood Education Center and the 1960 White House Conference on Children and Youth.

You Were Represented At:

Annual Convention of the American Red Cross in Atlantic City, New Jersey, June 1, 2, 3, 1959 by Hermina A. Schoeppe, president, New Jersey ACE.

National Commission on Teacher Education and Professional Standards at the University of Kansas, Lawrence, June 23-26, 1959 by Kenneth Howe, ACEI vice-president representing intermediate education.

1959-1961 ACEI PLAN OF ACTION FOR CHILDREN

The 1959-1961 Plan of Action focuses upon three areas related to the Association's concern for children. These are

- 1. Pressures in School and Community
- 2. The Beginnings of Education
- 3. Balanced Educational Programs for Chil-

Members identified the needs of children which seemed to them to be the most urgent and to demand action by the Association for Childhood Education International. Many needs were cited: the three in this Plan were considered to be the most pressing by the largest number.

Emphases on these are not intended to limit work in other areas, but rather to promote unified, concentrated effort by members of the Association during 1959-1961.

Pressures In School and Community

Changes in our society bring new ideas and new demands. As people begin to accept these while retaining some of the old ways, tensions develop. Today the speed with which change occurs builds up pressures which in some respect influence all lives. The well-being of children is affected when

- √ families move from place to place
- √ mothers spend more and more time outside the home
- √ different standards of behavior for the home, school, church, and peer group conflict
- √ children engage in too many activities or have not enough to do
- √ homes are broken
- √ new practices in school and community are begun without sufficient study to determine their effect on children

ACEI believes that these strains and pressures may be lessened by

- recognizing the symptoms
- working together to find the causes
- applying research findings in child growth and development
- helping children to develop values which will enable them to grow, to make decisions, and to live satisfying and useful lives in midst of change

Members can-

1. Find out

what the critics are saying about groupi self-contained classrooms, promotion grading, use of teachers' time, home life and other issues

Chi

"Re 19 "Fu

"Re

A

ones.

forme

The r

and

rearii

tant :

meet

ACE

sixes"

Despit

ACEI

must h

Membe

SEPTE

1. F

Go help i

Review lay and professional magazines; in view editors of local papers and other of munity leaders

what research has to say about the practic being attacked

Read research studies; examine school survey report findings at Branch meetings; in members of other organizations to attend

2. Make a community survey and gather su information as

> availability of play and recreation are to children

location of libraries, museums, and other cultural centers; percentage of children making use of them

number of children whose mothers work provisions made for them

service clubs and professional organia tions with concern for children

Identify the needs of children in the c munity; plan individual and cooperate action to meet these needs

3. Be alert for specific tensions—either ten porary or lasting—in individual childre

Keep in touch with parents; use the resource of the community as needed

BIBLIOGRAPHY

Books

Forces Affecting American Education. 1953 Year Box Association for Supervision and Curriculum Development. Washington, D. C.: National Education Ass

ment. Washington, D. C.: National Education Association. \$3.50.

Talks with Teachers. Keliher, Alice. Darien, Conn. The Educational Publishing Company, 1958.

How to Judge a School. Russell, William F. New York Harper & Bros., 1954. \$2.50.

How to Help Your Child in School, Frank, L. as Frank, M. New York: The Viking Press, 1950. \$2.50.

Bulletins

Childhood and Adolescence. Stone, Joseph and Churd Joseph. New York: Random House, 1957.

ACEI Publications

Rulleting

The Primary School—Stop! Look! Evaluate!, 195 44 pages. 75¢. Discipline, 1957. 36 pages. 75¢.

All Children Have Gifts. 1958. 32 pages. 75¢. Grouping—Problems and Satisfactions, 1954. 39 pages. 75¢.

Reporting on the Growth of Children. 1953, 47 pages. 754.

Childhood Education:

upin otion

ne lik

; in

actio

urvey

nd

r su

are

oth

ildre

WOR

ani

ldre

oun

Boo

ons

York

\$2.9

195

TIO!

"Recognizing Symptoms of Our Times." September 1955. 75¢. "Fundamentals for Today's Children." September

"Release and Relief from Pressures." May 1956. 75¢.

The Beginnings of Education

A child's early years are his most important ones. It is then that attitudes and habits are formed which influence him throughout his life. The rapidly increasing knowledge of child growth and development and of the effects of childrearing practices on personality makes it important for parents to keep informed in order to meet the needs of children.

Good schools for young children offer parents belp in meeting these needs through

- √ helping children to establish skills essential to effective living
- √ providing initial contact with science, numbers, language arts, and social studies appropriate to the child's level of maturity
- √ planning creative activities in art, music, crafts, literature, and play

ACEI believes that schools for the "undersixes" have educational and social values. Despite the evidence of value and need

- many children are deprived of kindergarten experience
 - · some public school systems have never provided kindergartens
 - some are closing kindergartens
 - · some classes are over-crowded
- few states have standards for maintenance and operation of kindergarten and nursery schools
- · many states require no particular qualification for teachers of these schools

ACEI recognizes that the values of these schools must be demonstrated to the public.

Members can-

1. Find out

legal status of kindergarten, nursery schools, and group care centers in their communities and their states

nature of objections to schools for children under six

what research has to say on the value of such schools

Review Childhood Education, ACEI bulletins, and other professional materials; contact ACEI Information Service; share results with Branch members and with PTA and other parent groups

2. Survey the community to determine status and needs of kindergartens, nursery schools, and group care centers

Share results at Branch meetings; invite representatives of other organizations to attend

- 3. Cooperate with other organizations in bringing the needs and accurate information before the public. Work for legislation that will aid in meeting these needs
- 4. Work with staffs of universities and colleges toward providing an adequate program for preparing teachers of young children

BIBLIOGRAPHY

Books

Growing and Learning in the Kindergarten. Heinz, Mamie W. Richmond, Va.: John Knox Press, 1959. \$3.00.

Teaching in the Nursery School, Moore, Sally B. and Richards, Phyllis, New York: Harper and Bros., 1959.

Child Development. Almy, Millie. New York: Holt and Co., 383 Madison Ave., 1955. \$4.50.

and Co., 305 Matison Ave., 1933. 4535.

Before the Child Reads. Hymes, James L., Jr. Evanston, Ill.: Row, Peterson and Co., 1958.

Guiding the Young Child. Committee of California School Supervisor's Association. Helen Heffernan, Editor. Boston: Heath & Co., 1959. \$5.25.

Bulletins

Available from Dr. Gertrude Lewis, 1711 Massachusetts
Ave., N.W., Washington 6, D. C.
Education for Children Below Six. In series Planning
for America's Children. National State Consultants
for Elementary Education, 1955. \$1.00.

Available from ACEI

Nursery School Portfolio, 1953. 12 leaflets. 75¢.
Kindergarten Portfolio, 1951. 12 leaflets. 75¢.
How Good Is Our Kindergarten?, 1959, 36 pp. 75¢.
More and Better Schools for Children Under Six
Portfolio, 1953. 12 leaflets. 75¢.

Available from U. S. Government Printing Office,
Washington 25. D. C.

Washington 25, D. C.

Kindergarten Errollments for Public School Systems in the United States in Cities by Region and States (1953-54: 1955-56). Office of Education, U. S. Department of Health, Education and Welfare, Free. Report on State Laws on Early Elementary Education. Published in School Life, May 1959. Free.

Balanced Educational Programs for Children

Teachers, parents, and other community leaders have responsibility for helping children acquire the fundamentals for living. Each child needs to acquire worthy values; to become a thinking, an informed, a contributing, considerate young citizen; to maintain sturdy physical and emotional health; and to enjoy spiritual, esthetical, and recreational satisfactions. In unsympathetic school environments children are not helped to discover and develop their potential abilities. A balanced educational program provides for these fundamentals.

Misunderstanding of how children grow and learn and failure to use research findings have

resulted in programs which

√ ignore rhythm of work, play, and rest

- √ over-emphasize science and mathematics. or any one aspect of the curriculum
- √ apply a single standard of achievement for all children
- √ neglect creative experiences in the arts
- V concentrate upon skills and subjects alone, with a tendency to depend upon isolated drill

ACEI believes that adults who know and practice democratic principles, who understand what children are like and how they learn, can provide programs which

- select and use such subject matter as is appropriate to the purpose and to the maturity of the learner
- · provide a sufficient range of activities and materials and set individual standards of achievement so that every child may earn some success and maintain a sense of personal worth
- · employ active experiencing as an important means of learning
- · protect the health of children
- give priority to a high quality of group living for the development of ethical values and the practice of democratic citizenship

ACEI recognizes that one of today's crucial needs is the organizing of schools where children may grow and learn through their normal biological processes.

Members can-

1. Find out

what research has to say regarding a balanced program

Read CHILDHOOD EDUCATION, bulletins; review other professional magazines and books; contact ACEI and other state and national organizations for information

what community leaders consider to be balanced program; what goals they h for their children

Share findings at Branch meetings; in parents to discuss plans

2. Examine programs in their schools, the classrooms

> Are they balanced? Work with school sonnel to identify and correct causes of balance

3. Keep abreast with trends in education

Take refresher courses; organize study grounded planners of courses in colleges and units sities know what is wanted

BIBLIOGRAPHY

Books

The Elementary School. Herrick, Goodlad, Est Eberman. Englewood Cliffs, N. J.: Prentice-Hall, In 1956.

Action for Curriculum Improvement. 1951 Yearb Association for Supervision and Curriculum Deve ment. Washington, D. C.: National Education A ciation. \$3.50.

A Child Development Point of View. Hymes, James Jr. New York: Prentice-Hall, 70 Fifth Ave., 19 \$3.00.

Spurs to Creative Teaching. Zirbes, Laura. New Y 16: G. P. Putnam's Sons, 1959. \$5.75.

ACEI Publications

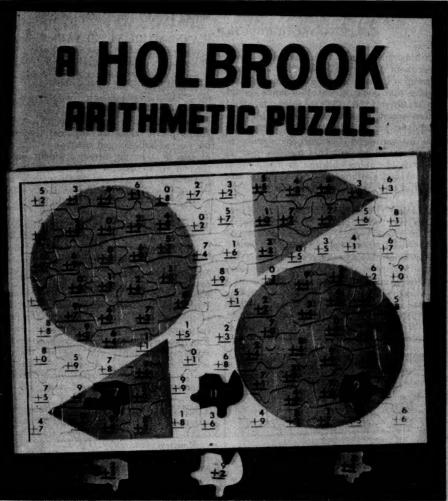
Bulletins

How Do Your Children Grow?, 1959. 32 pages. Space, Arrangement, Beauty in School, 1958. 52 pa 75¢.

Childhood Education:

"There Must Be Balance and Time," April 1957. 7
"We Widen Concept of Three R's," Nov. 1957. 75
"Building Values," February 1959. 75¢.
"Building Competencies," December 1958. 75¢.
"Using Leisure Effectively," April 1959. 75¢.
"Living Safely and Healthfully," May 1959. 75¢.
"Relating Self to Others," November 1958. 75¢.





HOLBROOK ARITHMETIC PUZZLES

More fun for the child than a picture jigsaw puzzlel

More fun than arithmetic flash cards! Now, all the arithmetic flash card facts in a third dimension jigsow puzzle! The child's favorite indoor game. The zero combinations through the nines—the complete tables that the child must memorize in school. Each jigsow piece is a problem which the child fits on the answer in the inlaid tray. Each piece fits right into place because of slight indentation in tray. Gives feeling of satisfaction and accomplishment. Builds up into a bright four-colored geometric design. No adult help required. Child may use Answer Sheet when necessary. Or loose Answer Sheet may be laid aside if desired. Independent activity or group activity. Size 10 x 14 inches. In box. Developed by an Elementary Grade Teacher. In use in schools throughout the country. When a child enjoys what he is doing, he learns faster. Ages 6 through 10. Ages 6 through 10.

WE PAY POSTAGE ADDITION SUBTRACTION \$1.29 \$1.29 MULTIPLICATION \$1.29 DIVISION

\$1.29

HOLBROOK COMPANY, BOX 7076, COLUMBUS 5, OHIO

Books for Children

Editor, ELIZABETH HODGES

In May this column was devoted to travel books about Africa, the Middle East and Asia. Inherent in Leonard Kenworthy's reviews was the idea that books about other lands should help children form accurate concepts about foreign countries and should lead them to understand people different from themselves.

Stories can serve this purpose equally as well as factual books. This month's reviews present books about children of many races, religions and nationalities, all of whom are delightful in their own special ways.

SIA LIVES ON KILIMANJARO. By Astrid Lindgren. Photographs by Anna Riwkin-Brick. New York: The Macmillan Co., 60 5th Ave., 1959. Pp. 48. \$2.50. Superb photographs of an enchanting child are the special feature of this small book. The story is a simple one of Sia's longing to attend a tribal festival and to meet the king. In telling how she manages to do this, the authors show many aspects of African home and tribal life.



Play Kiddie Kards

—and help children learn to read, spell, co-ordinate, observe. This game for 4 to 10 year olds—Mom or Dad may try a hand too—comes in a set of 24 thick bright colored cards, each picturing a different animal. Each card is cut in half—the game is to match the right head and tail with the proper legs and feet. Two or more can play.

\$1 POSTPAID

PERSONALIZED BOOKPLATES

Scores of beautiful designs for children and adults. Write today for a FREE CATALOG.

ANTIOCH BOOKPLATE COMPANY

Yellow Springs 4, Ohio

Award book in the New York Herald Tribune Spring Festival. Ages 6 up.—E. H.

JEANNE-MARIE AT THE FAIR. Written and illustrated by Françoise. New York: Charles Scribner's Sons, 597 5th Ave., 1959. Unpaged. \$2.95. That beguiling French child Jeanne-Marie, is off on another happy adverture. This time she goes to the fair with Papleaving her pet sheep, Patapon, at home French fairs being much like American fain Jeanne-Marie rides on the merry-go-round buys a red balloon, and wins a doll in a game of chance. The big surprise which comes at the end will delight the youngest readers. Gay pictures in the author's familiar style make this an unusually attractive book. Age 4-7.—E. H.

ALL-OF-A-KIND FAMILY UPTOWN. By Sidney Taylor. Chicago: Follett Publishing Co., 1255 S. Wabash Ave., 1958. Pp. 160. \$3.15. The same richness of Jewish family and religious life is found in this as in the earlier stories of this all-girl family (All-of-a-Kind Family and More All-of-a-Kind Family). Part of the success of these is the naturalness of the problems which develop as the family increases and the children grow up. In this Ella has the leading role as she assumes more home responsibility and has her delightur romance with Jules. Ages 12-14.—Reviewed by HELEN PERDUE, librarian, Bear Creek Elementary School, Baltimore County, Md.

THOMAS GOES TRADING. By Heluiz Washburne. Illustrated by Jean Macdonald Porter. New York: The John Day Co., 210 Madison Ave., 1959. Pp. 127. \$2.75. This story of a little Mexican boy and his burro has much unaffected charm and humor. Thomas earns the right to go on a trading trip with his father—a journey full of excitement and some danger, affording Thomas many opportunities to broaden his horizons and to prove himself a man among men. Especially nice family relationships. Ages 8-12.—E. H.

THE POINTED BRUSH. By Patricia Miles Martin. Illustrated by Roger Duvoisin. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1959. Pp. 36. \$2.75. Because his older brothers must work in the rice fields, little Chung Yee, sixth son of a Chines farmer, is the only member of his family who learns to read and write. Chung Yee's father is only half convinced that an education it

SEPT

New Abingdon Children's Books



bune

Unhild, lven

om

an es Gay

nak 7.-

nily

the

ness

nily

his,

ore

tful

wed

ish-

or

210

his

has

nás

ith

and

OT.

ove

ice

les

in.

0.

Be-

ON

Bobby's Neighbors

Joyce Boyle. Illus. by Hertha Depper. Bobby's activities will be exciting to all youngsters. Ages 4-7; Grades N-II. \$2

Wanted: a Brother

Gina Bell. Illus. by George Wilde. Timothy discovers a sister is almost as good as a brother. An easy-to-read book. \$1.50

A Yankee Musket

Hildreth Wriston. Illus. by Jo Polseno. Stephen's adventures during the Revolutionary War. Ages 8-12; Grades IV-VI. \$3

A Is for Apple and Why Solveig Paulson Russell. Illus. by Robt. Jones. The interesting story of our alphabet. Ages 7 up; Grades II-VI. \$2

They Sang a New Song Ruth MacKay. Illus. by Gordon Laite. Stories that give pictures of the times and events that led to the writing of 20 great hymns. Ages 8-12; Grades IV-VI. \$3.50 Who Has Seen the Wind?

Marion Conger. Illus. by Susan Perl. Who has seen the wind? No one could tell Mary, until she asked the wind itself.

Ages 4-7; Grades N-II. \$2

Friends Around the World

Helen Doss. Illus. by Audrie L. Knapp. A delightful presentation showing that all children, though different, are much alike.

Ages 4-7; Grades N-II. \$1.50

All on the Team

Frances Fox Sandmel. Illus. by Sylvia Roman. The story of two boys growing up side by side in differing religious faiths. Ages 8-12; Grades IV-VI. \$2.50

Victory at Bear Cove

Elsa Pedersen. Illus. by Edward Shenton. An Indian family learns to accept the presence of white men—a story of life in Alaska. Ages 10 up; Grades V-IX. \$3

Lewis and Clark, Explorers to the West

Madge Haines and Leslie Morrill. Illus. by William Hutchinson. A "Makers of America" book.

Ages 8-12; Grades IV-VI. \$1.75

All titles published August 10th except THEY SANG A NEW SONG, which is published in late fall. All copies clothbound.

ABINGDON PRESS

NEW YORK-NASHVILLE

NEW BOOKS

to make teaching easier and save valuable time Learning the Language Arts

> Mildred H. Dawson Frieda H. Dingee

This new book represents a complete reorganization and almost total rewriting of "Directing Learning in the Language Arts." The present text takes a modern, integrated approach and presents methods of reading and language in the same section. Material is based on extensive research and experience.

Copyright 1959; 81/2 x 11" size; 154 pp; \$3.15

Resource Material for Teachers of Spelling

Paul S. Anderson

Designed to give teachers specific plans and devices which explain the use of materials now available in the classroom for successfully teaching students to spell. Provides games, word lists, plans of organization, and activities to promote group instruction.

Copyright 1959; 81/2 x 11" size; 118 pp; \$3.00

popular titles revised Teaching in the Kindergarten

Helen Bartelt Hurd

An entire kindergarten program including teaching procedures and techniques and solutions to common problems.

Copyright 1957; 102 pp; illustrated; \$3.25

Art Aids

Irma L. Paine

A handbook that thoroughly covers the techniques, media, and processes involved in the teaching of art in elementary grades.

Copyright 1959; illustrated; Price open

Send us your order . . . or write for more information.

Burgess

PUBLISHING COMPANY

426 South Sixth St. Minneapolis 15, Minn.

important, until the day when his sixth so saves Honorable Uncle from great misfortune by means of the "pointed brush." A quieth appealing story, beautifully illustrated is color. An honor book in the New Yorl Herald Tribune Spring Festival of children's books. Ages 6-8.—E. H.

MARY JANE. By Dorothy Sterling. Illustrated by Ernest Cricklow. Garden City. Doubleday Books, 1959. Pp. 214: \$2.75. A timely story of a Negro girl's adjustment to the first integrated class in a southern junion high school. The personality of Mary Jane comes alive, and the reader shares her disappointments, her loneliness, and her desire to be accepted. The problems faced by the Negro girl are treated with dignity, humor and sympathetic understanding. Ages 10-14.—Reviewed by Mary Ellen Kennedy, librarian, Edmondson Heights Elementary School, Baltimore County, Md.

A SANTO FOR PASQUALITA. By Ann No. lan Clark. Illustrated by Mary Villarija. New York: The Viking Press, 625 Madison Ave., 1959. Pp. 96. \$2.75. When Pasqualita was chosen from among all the girls at the Santa Cruz home to be the grandchild of the Santero and his wife, her joy was almost—but not quite-complete. For how could she explain to the good Santero, who carved wooden figures in the likeness of saints, that she had no image of her patron saint? Through Pasqualita's happiness in belonging to a family and her delight in her new home ran a thread of unhappiness, because no one even knew what Saint Pasqual looked like. Then one wonderful day the Song Maker came and helped to solve her problem. Every child's desire to be like others is beautifully expressed in this poetic story, with its sensitive style strikingly balanced by bold black and white illustrations. A good read-aloud book for ages 7-10.-E. H.

THE COLT FROM THE DARK FOREST.

By Anna Belle Loken. Illustrated by Donald
Bolognese. New York: Lothrop, Lee &
Shepard Co., 419 4th Ave., 1959. Pp. 127.

\$3. A boy's love for a colt and his struggle
to earn money for his keep are the themes
around which the plot of this exciting story is
woven. But the real value of the book lies in
its fine picture of home life in Norway, in the
character development of twelve-year-old Karl
as he assumes responsibility for his little colt.

A.C.E.I. approved Games!



ethy in orl

ity: .75. it to nior ane

sap

gro and

Reian, alti-

Noija
ison
lita
the
but
exden
had

nily

ead

new

one and ld's sed tyle hite for

ST.

mes y is s in

the

Carl

colt.

ION

MATH MAGIC—features 3 modern games that promote skill in Addition, Subtraction, Multiplication, Division.





TOP SCHOLAR—the world-wide knowledge game features Famous Landmarks, Principal Cities, Historical Events, National Heroes.

No. 222 \$2.00



THIRTEEN—employs basic arithmetic in entertaining fun with the multiplication tables.

No. 220 \$2.00



NOAM'S ARK—a delightful first game for the very young based on object recognition. No. 179 \$2.00



CADACO-ELLIS, INC.

Originators of Games

1448 MERCHANDISE MART CHICAGO 54, ILLINOIS NEW YORK SALESROOM . . . 200 FIFTH AVENUE



Rando to

Beginner Books

"BEGINNER BOOKS continue to be a breeze of free carrying along children who might otherwise be rereaders. The books are all lively and literate. I congruyou on them."-Ruth A. Sonneborn, BANK STREET CO. Ages 6-9, \$1.95 OF EDUCATION.

NEW TITLES

Cowboy Andy by Edna Walker Chandler, illustrated by E. Raymond Kinstler. (B 8)

The Whales Go By
by Frederick Phleger, illustrated by Paul Galdone.

Stop That Ball!
by Mike McClintock, illustrated by Fritz Siebel. (

Bennett Corf's Book of Laughs illustrated by Carl Rose (B 11)

Ann Can Fly by Frederick Phleger, illustrated by Robert Lopshire. (B 12)

You Will Go To The Moon by Mae and Ira Freem illustrated by Bob Patterson. (B 7)

Published by BEGINNER BOOKS, Inc., Distributed by RANDOM

Looking Glass

\$1.50 EACH

A new series of inexpensive editions of great was children's literature which have been out of print we cult to obtain in bookstores. Whenever possible, the of illustrations will be used. Phyllis McGinley, W. H. M. and Edmund Wilson are the consulting editors. 5 a paper over boards, 300 black-and-white illust throughout, four-color covers. Smythe sewn.

Ages 8 and up. Con

ega

.50 EA

別

OM HO

Five Children and It by E. Nesbit (E 1)

The Blue Fairy Book by Andrew Lang (E 2)

The Princess and the Goblin by George McDonald

Mon and Gods by Rex Warner (E 4)

Wild Animals I Have Known by Ernest Thompson Seton (E 5)

The Peterkin Papers by Lucretia Hale (E 6)

A Book of Nonsonse by Edward Lear (E 7)

Looking Glass Book of Verse edited by Janet Adam-Smith (E 8)

The Haunted Looking Glass
12 Ghost Stories edited by Edward Gorey (E 9)

The Lost World by Arthur Conan Doyle (E 10)

Published by THE LOOKING GLASS LIBRARY, Distributed by RANDOM

Books

4 NEW TITLES

All About the Jungle by Armstrong Sperry (A 29)

All About Prohistoric Cave Mon by Sam and Beryl Epstein (A 30)

All About the Ice Age by Patricia Lauber (A 31)

All About Archaeology by Anne Terry White (A 32)

Ages 10-14. Oct. \$1.95 each

New, annotated juvenile catalog available on t

Jourse Books

A new series of exciting new versions of the great and enduring myths, legends and folk tales of long ago, retold by famous storytellers of today. Printed in large, clear type and illustrated in color by outstanding artists.

For ages 9 to 12. Sept.

The Gods of Mount Olympus by Robert Penn Warren (Y1)

The Golden Floors by John Gunther (Y 2)

The Trojun Horse by Shirley Barker (Y 3)

The Voyages of Ulysses by Clifton Fadiman (Y 4)

Aladdin and the Wonderful Lamp by Anne Terry White (Y 5)

Ther's Visit to the Land of the Glants by Nancy Wilson Ross (Y 6)

The Sword of Siegfried by Katharine Scherman (Y 7)

Robin Hood by Orville Prescott (Y 8)

Paul Bunyan by Maurice Dolbier (Y 9)

Cupid, the God of Love by Frances Winwar (Y 10)

ead Books

29)

A new series for graduates of BEGINNER BOOKS. Made up of simple words and simple sentences, they tell exciting stories or present exciting facts. They can be read by most third-graders, and will also be enjoyed by older brothers and sisters. Illustrated.

Oct. \$1.95 each

EASY-TO-READ SCIENCE

Rocks All Around Us by Anne Terry White. (R 9)

The Sun, The Moon, and The Star. by Mae and Ira Freeman. (R 10)

In the Days of the Dinosaurs by Roy Chapman Andrews. (R 11)

Simple Machines and How They Work by Elizabeth N. Sharp. (R 12)

Rockets Into Space by Alexander L. Crosby and Nancy Larrick. (R 13)

EASY-TO-READ STORIES

Adventures at Black Rock Cave by Patricia Lauber. (R 7)

Old Resie, the Horse Nebody Understood by Lilian Moore and Leone Adelson. (R 8)

5 NEW LANDMARK BOOKS

Stonewall Jackson by Jonathan Daniels (86)

The Battle for the Atlantic by Jay Williams (87)

The First Transatiantic Cebie by Adele Gutman Nathan (88)

The Story of the U. S. Air Force by Robert Loomis (89)

The Swamp Fox of the Revolution by Stewart Holbrook (90)

5 NEW WORLD LANDMARK BOOKS

Chief of the Cossacks by Harold Lamb (W 39)

The Adventures of Ulysses by Gerald Gottlieb (W 40)

William the Conqueror by Thomas B. Costain (W 41)

Jesus of Nazareth by Harry Emerson Fosdick (W 42)

Julius Caesar by John Gunther (W 43)

Ages 10-16. Sept. \$1.95 each

OM HOUSE, 457 Madison Avenue, New York 22, N. Y.

and in the understanding of his family for the boy's problems. An excellent story, with appeal for both boys and girls ages 9-12. An honor book in the Herald Tribune Spring Festival.-E. H.

LITTLE SIOUX GIRL. By Lois Lenski. Illustrated by the author. Philadelphia: J. B. Lippincott Co., East Washington Sq., 1958. Pp. 128. \$2.75. High on a plateau in the Bad Lands of Dakota lived Eva White Bird, a little Sioux Indian. One year in her life is sympathetically described by an author who visited the Sioux reservation and learned firsthand about the customs of the people. This latest title in Miss Lenski's "Roundabout America" series is an interesting account of an unusual community of young Americans. Ages 7-9.-E. H.

LEO OF ALASKA. By Edith J. Agnew. Illustrated by Brinton Turkle. New York: Friendship Press, 257 4th Ave., 1958. Pp. 114. \$2.95. Leo, not quite seven and an orphan, lived with his Uncle Louie on an island off the coast of Alaska. He was a very happy boy until Uncle Louie became ill and Leo had to be sent to a children's home. How he adjusted to his new life and how he faced

up to several minor tragedies make a hear warming story with a happy ending. A syn pathetic but unsentimental picture of the I dians of Alaska and of the social service agen who work among them. Ages 8-10.-E. H.

Science Books

THE NINE PLANETS. By Franklyn M. Bra ley. New York: Thomas Y. Crowell Co., 4 4th Ave., 1958. Pp. 77. \$3. An authent and forthright factual book about the plane Unusual drawings help explain many concep about the planets and their relationship each other and to the sun. Ages 10-16 .viewed by PAUL E. BLACKWOOD, consultar elementary science, Office of Education, U. Department of HEW, Washington, D. C.

YOUNG THOMAS EDISON. By Sterling North. Boston: Houghton Mifflin Co., Park St., 1958. Pp. 182. \$1.95. A biograph which introduces interesting material n found in other books about Edison. The pe sonality of the great man comes to the for in the well-written descriptions of his work or such inventions as the incandescent lamp, the telephone and the phonograph. Ages 11 up.-P. É. B.

(Continued on page 42)

COMMUNITY PLAYTHINGS are made for the kind of play children love. Long-wearing quality, warmth of maple wood, careful imaginative designing and playability all go to make COMMUNITY PLAYTHINGS first choice for children and teachers. Free catalog:



DEPT. 80 RIFTON, **NEW YORK**



The a Ne

expai

inter Th new a illust matio At revise

CHILDHOOD EDUCATION



The new 1959 Collier's Encyclopedia offers a New Dimension in planned, progressive expansion based on the reference needs and interests of modern readers.

This new edition combines 427 completely new authoritative articles with over 900 new illustrations to provide the most timely information you can possibly get in an encyclopedia.
A total of 1,719 articles have been added or

revised. Such timely subjects as Space Satellites, Space Travel, Guided Missiles and

Rockets again have been completely up dated and expanded. With over 4,000 pages devoted to outstanding coverage of general science, chemistry, physics, biology, mathematics and allied subjects, Collier's Encyclopedia can augment every school program in accordance with the provisions of Title III of the National Defense Education Act of 1958.

No wonder Collier's Encyclopedia is recommended by every Educational and Library Agency that evaluates encyclopedias.



WRITE FOR CURRICULUM AID BOOKLETS TO: EDUCATIONAL DIVISION COLLIER'S ENCYCLOPEDIA, 640 Fifth Avenue, New York 19, N. Y.

SEPTEMBER 1959

LION

LOOK FOR A BIRD'S NEST. By Robert Scharff. New York: G. P. Putnam's Sons, 210 Madison Ave., 1958. Pp. 96. \$2.75. The author carefully describes the nests of many birds that build in fields, marshes, woods, caves and other places. There are drawings of many nests and suggestions for bird nest collectors. Measurements and drawings of bird houses are included for persons who wish to build them. A selected bibliography of bird books is included. Ages 8-12.—P. E. B.

ANDY'S WONDERFUL TELESCOPE. By G. Warren Schloat, Jr. New York: Charles Scribner's Sons, 597 5th Ave., 1958. Pp. 48. \$2.75. What a boy can see through a telescope is intriguing. Evaluations in brief paragraphs and pictures tell step by step how the telescope works. Ages 8-12.—P. E. B.

RESEARCH IDEAS FOR YOUNG SCIENTISTS. By George Barr. New York: 330 W. 42nd St., 1958. Pp. 142. \$3. The author aims to help young scientists start investigations in electricity, transportation, sound and light, weather, plants, and several other areas of interest. The book leads young people to

answer questions using true scientific methods, Ages 10 up.—P. E. B.

THE SEA AROUND US. By Rachel Carson, New York: Simon & Schuster Publishers, 630 5th Ave., Rockefeller Center, 1958. Pp. 165. \$4.95. This special edition for young readers has the same title as the book for adults. It is illustrated with 150 photographs maps and drawings in color and black and white — showing birds, jellyfish, seaweed, ocean currents, storms at sea and dozens of other aspects of formations and life in the sea. Ages 10 up.—P. E. B.

LIFELINE: THE STORY OF YOUR CIR-CULATORY SYSTEM. By Leo Schneider. New York: Harcourt, Brace & Co., 750 3rd Ave., 1958. Pp. 127. \$2.95. This clearly written book describes the heart and the circulatory system. How the blood transports food and oxygen, how it serves as a "defending army" against disease, and how you can tell the different blood types are questions dealt with in ways young readers will find interesting and informative. Ages 10-14.— P. E. B.



KINDERGARTEN

Your Child's Big Step by Minnie Perrin Berson

Preface by Dr. Clark E. Moustakas Merrill-Palmer School

A comprehensive study of an important educational subject as seen by Mrs. Berson, a mother, kindergarten teacher, author and elementary teacher consultant. Her keynote is a modern awareness: the parent's need to know exactly what mental, emotional and social experiences his child will have during the kindergarten year, and the teacher's need for parental assistance if the child is to take the big step from home to school successfully. Detailed with anecdotes, examples and 40 photographs, the book is arranged in four parts: Initiation Rites, The Curriculum of Kindergarten, The Impact of Space, Equipment and Materials and The Interplay of People. \$3.50

Write for our new catalog designed to help you select better books for all young people, kindergarten to college.

E. P. DUTTON

300 Fourth Ave.

N.Y.10

CHILDHOOD EDUCATION

SPI

TIO

to (

boo

Be

one rich bes, wise In a state child with the

wan

thei

farn to control of the show expressed art Zirb and be g

SI tions so-ca It ca have favo tive

verte outle and ing howe exan looke to be

M bour killin spon pred set u

accep SEPT

Books for Adults

3,

p. 18 or 18, 1d d, of

2.

7.

rd

ly

r.

ts d.

an

ns

n.

er,

re-

ild

nild

bne

ler-

.50

10

ON

Editor, ELIZABETH KLEMER

SPURS TO CREATIVE TEACHING. By Laura Zirbes. New York: G. P. Putnam's Sons, 210 Madison Ave., 1959. Pp. 354. \$5.75. The theme for CHILDHOOD EDUCA-TION this year is built around creativity. Spurs to Creative Teaching is a timely and powerful book with which to launch this theme. Everyone must read it. For the first time in her rich and brilliant teaching career, Laura Zirbes, a devoted teacher, has written a book, wise and profound, and devoted to teaching. In a delightful introduction Ross L. Mooney states that the book is like a tree he knew as a child-fully grown, well balanced, luxuriant with its fully ripened fruit. This book presents the fruits of wisdom. Mooney says: "If one wants the fruits of nature one must care for their creators. . . . the art and challenge of farming (teaching) is to understand and then to cultivate creation."

He is right, and the book is dedicated to showing how that may come about. It is an expression of Laura Zirbes' approach to the art and science of teaching, as only Laura Zirbes could say it. It is a book so full of life and creativeness that to try and review it is to be guilty of sacrilege. The whole book is important; no one aspect predominates.

She feels we labor under many misconceptions about creativity. It is not limited to the so-called "gifted." Nor is it limited to the arts. It can be developed in anyone. We as teachers have a responsibility to set conditions which favor the development and fulfillment of creative teaching.

The author shows how problems can be converted into challenges when one has a creative outlook. She describes the creative individual and then proceeds to develop themes suggesting the roads to creative growth. In all this, however, although she gives numerous exciting examples, she urges that these examples be looked upon as illustrations and not ways to be imitated, for imitation is non creative.

Miss Zirbes feels we have become method bound and have developed the atmosphere for killing creativity in children. Creativity is spontaneous and individual and cannot be predetermined. It is the job of the teacher to set up conditions of freedom and security by accepting the individual and having faith in him. The book is full of ideas for setting up these conditions.

The book is designed to help teachers become increasingly creative in their outlook on life and learning. With this purpose in view the text is punctuated with small type comments prefaced by n.b. (nota bene) to introduce what the author has to communicate between the lines. This clever technique pulls the reader into the text and teases his mind into some sound creative thinking. The text refers to tape recordings and articles by the author, as well as reference material which supplements but does not repeat the text.

Spurs for Creative Teaching is a book we have waited for. Laura Zirbes has not disappointed us. - Reviewed by JAMES A. SMITH, director, Teacher Preparation in Early Childhood and Elementary Education, Syra-

SOCIAL STUDIES IN ELEMENTARY EDU-

cuse University, N. Y.

CATION. By John Jarolimek. New York: The Macmillan Co., 60 5th Ave., 1959. Pp. 399. \$5.75. Several outstanding characteristics of this comprehensive, clearly written volume merit special attention. The author presents a practical approach to teaching social studies—one which is based upon research data concerning various areas of the social sciences. Unlike most standard treatments of

the subject, the author has been successful in incorporating principles of growth and development within the context of the entire book rather than isolating the topic as a separate

The development of social studies units is amplified with specific suggestions for individualizing instruction and for helping the reader to understand the "when and how" of activities. The role of committees is clarified through suggestions for developing skills essential in group situations.

Appropriate content is described for primary, middle and upper grades and includes history, geography, current affairs and international understandings. Selection and use of instructional materials are described at length.

The book is an excellent contribution to elementary education .- Reviewed by CLIF-FORD D. FOSTER, assistant professor of education, University of Washington, Seattle.

SCHOOL HEALTH PROGRAM. By Jessie Helen Haag. New York: Henry Holt & Co., Inc., 383 Madison Ave., 1958. Pp. 533. \$6.50. This is one of the few books in the field which does justice to three traditional





EFFICIENCY—
25% more cutting edges give faster, cleaner points
DURABILITY—
gears of hardened steel for longer-lasting service life.

rugged, heavy-duty frame for balance and long life.

CLEANLINESS—
no fall-out. Nickel plated receptacle locks shut.

Write for information, prices, to Dept. D
C. HOWARD HUNT PEN CO., CAMDEN 1, N.J.

areas of the school health program: health services, healthful school living and health instruction. It offers not only principles and policies relating to the school health program but specific procedures as well: How may classroom seating be improved? By what means may eye health be promoted? How may pupils' health needs be discovered? How are health and safety units planned and taught? How does the organization of a school day contribute to the health of pupils? The author recognizes the importance of teacher health, that sine qua non of the school health program. She considers the role of administrator, health coordinator, health council and school nurse in the total program. Finally, she places the school program in focus in relation to the community by presenting in some detail the health resources of the community.

The completeness, the thoroughness and the scope and depth of understanding of school health found in this book are valuable for teachers and administrators who need guidance in the development of a school health program. Pre-service teachers would find it overwhelming.—Reviewed by ANGELA KITZ-INGER, professor of health education, San Diego State College, Calij.

FIRST AID FOR YOUR INFANT AND CHILD. By Eric Northrup. Introduction by Morris Fishbein, M. D. Illustrated by Dan Noonan. New York: Henry Holt & Co., Inc., 383 Madison Ave., 1958. Pp. 320. \$3.95. This is a well-written, practical book on first aid that parents would find helpful. The information is in terms every person can grasp and the illustrations are well done Alphabetical listings and cross references are excellent and easily followed. When emergencies arise, as they always do, and parents are under stress and have fear as well as concern for the safety of their children, this is the kind of reference book in which they can find the needed information quickly.-Reviewed by MARGARET C. HOWARD, public health nurse, Campus Laboratory School, San Diego State College, Calif.

CREATIVE DRAMATICS. By Geraldine Brain Sikes. New York: Harper & Bros., 44 E. 33rd St., 1958. Pp. 472. \$4.50. Pleas ant memories of many adults are centered about a play or program in which they participated in their elementary school years. Play making is as natural as it is fun for children. Mrs. Sikes has brought together in this

CHILDHOOD EDUCATION

SEPT



TEACHER, LOOK AT ME! (fascinating how this block play program helps you see how much he's learning)

How to know how much he knows. How to help him find his way to the much more he must learn. Isn't this your task, new each kindergarten day?

Here's how the Mor-Pla black play program helps.

You begin with blocks. Unique, hollow, interlocking blocks. Light-weight, blg, to invite a child's instant response. Blocks that build wonderful things to climb in, march over, swim under, in dramatic play. How?

The interlock is easy as pie. One block fits into another, holds so the structure doesn't slip. Building is fun alone—or side by side—or together. But building is simple; the play's the thing that absorbs your children, gives them experiences from which their skills will grow. Next—

The Blok-Train puts blocks on wheels for riding, driving, traffic safety games, counting, change-making for fares. Words of play—Ticket—Stop—Go—Station—day by day build a vocabulary of words to use, to find readily on a page. Then, for work AND play—

The Blok-Truck stores your blocks off the floor. Moves them quietly for play, easily for janitaring. When blocks are in use—Blok-Truck becomes the covered wagon above—for pioneers to ride (or hide) inl Write today—get your Mor-Pla equipment on its way to help your new kindergarten from the very first day.

umbo-Blox Unit #4. Builds tore shown, boats, bridges, fozens of things. Kiln-dried londerosa Pine with hardwood nterlocking ends. 12 6x6x12-nch blocks, 4 36-inch boards.

th

n.

be m

BY

at BY re t? ay or h. 0. T. ol es he

TO

it 7-

an

D on by

20.

ok

ul.

an .

16. re

... ats n-18

an ic

ne

5., 15-

ed IT-

19. il.

is

Blek-Train. 34-In. Hardwood plywood on unbreakable axles. Blocks lock on. Four flat cars (without blocks) \$18.50

Blok-Truck. Holds hundreds of pounds. Double ball-bearing swivel casters. Won't mark floors. \$27

ed Wagon Top. Muslin, to decorate with fade-ink. Applicator pen in-t, \$5.95

f.o.b. Birmingham, Michigan

SEPTEMBER 1959

ORDER DIRECT:

Dept. C-99

R. H. STONE PRODUCTS PO Box 414, Detroit 31, Michigan goes further with

SPELLING WE USE

by Horn . Ashbaugh . Horn

The Grade 2-8 spelling program that gives new emphasis to these abilities:

- · Mustery of spelling principles
- · Proper use of the dictionary
- · Correct pronunciation
- · Skill in word building
- · Efficient method of study
- Improvement of handwriting

and adds this unique PLUS

SPELLING WE USE is keyed to the vocabularies students encounter in other courses and outside the classroom. Familiarity with the use words learned here, aids student recognition and application when they are used in any context. Naturally, learning is faster, retention is longer.

TEXT-WORKBOOKS for READING WITH PHONICS

by Hay-Wingo-Hietko

The Lippincott Text-Workbooks for Phonics (Grades 1¹ and 1², 2¹ and 3) emphasize sound and sight relationships. Pupils quickly learn to read by first assigning vowel and consonant sounds to alphabet letters, then progressing systematically from sounds to syllables, words, and sentences. The Phonics Text-Workbook program gives pupils the key to unlock new words, improve spelling and increase reading achievement from 1 to 3 years during a single school year. Text-Workbooks fit any primary-grade reading program. Teachers' Guidebooks cover the entire phonics program. Write Dept. PW, 333 West Lake St., Chicago 6, for free phonics folder.

J. B. LIPPINCOTT COMPANY

Chicago • Philadelphia • Atlanta • Dallas

book many of her own classroom experiences that will help other teachers. The pictures alone are a stimulation to make many teachers ask why they have not done more with creative dramatics. The obvious enjoyment of children, the simplicity of costume and setting and the curriculum enrichment are apparent in ninetynine photographs.

Co

recol

hook

high

of re

to c

for l

as th

shou

matt

it is

plea

reco

with

leave

of d

exhi

nam

and

is v

teac

child

ings.

assis

State

car

sig

stu

Y

H

While the bibliography does give help with more formal dramatics, I wish that a chapter on the use of such material in the classroom had been included. But this is only a minor limitation in a book filled with suggestions for the elementary teacher.—Reviewed by PAUL S. ANDERSON, associate professor of education, San Diego State College, Calif.

DISCOVERING MUSIC WITH YOUNG CHILDREN. By Eunice Bailey. New York: Philosophical Library, 15 E. 40th St., 1958. Pp. 119. \$4.75. Teachers keep going forth to teach. An occasional one discovers it is more rewarding to help the learner learn. The

handful of books that tell this story are an inspiration to those seeking creative ways. Miss Bailey (Susan Isaacs Fellow for 1957) apparently found her own way without reference to any American work except Sheehy's *There's*

Music in Children.

After years of teaching music, Miss Bailey set out to learn from children. When she made music and movement available as media of expression to be used in the same way as paint or clay, she met enthusiasm she had never seen while trying to teach specific content. To her surprise, young children used instruments freely with less racket than is previous struggles with formal rhythm bands. Seven-year-olds studied theory in order to record their songs and perfect their dances.

She concludes that it is in our genuine response, no matter what our level of proficiency, that we meet children. We can nourish the interest in music with a variety of experiences, in an atmosphere of delight in discovery. — Reviewed by MARGERY BAUMGARTNER, supervising teacher, Campus Laboratory School, San Diego State College, Calif.

HOW TO BRING UP YOUR CHILD TO ENJOY MUSIC. By Howard Taubman. New York: Doubleday & Co., 575 Madison Ave., 1958. Pp. 113. \$2.50. The author has an answer to the question, "How to bring up your child to enjoy music." Here is psychologically sound, musically authentic advice from a music critic—a man eminently qualified to offer it.

Containing a carefully documented list of records with commentaries by the author, this book takes the child from pre-school through high school. For each age category two groups of records are offered—records for the child, to collect and play for himself, and records for his parents, to play for his benefit as well as their own.

res

ve en, he

ty.

th

er

m

OF

or

UL

R,

G

k: 8.

18

he

n-

p.

ce 's

ne ia

as ad ad ad

to.

0-

of of

10

n

p

e

N

His major thesis is that the growing child should be surrounded with good music as a matter of course and not made to feel that it is there for his benefit. He also makes the plea that every child deserves to have his own record collection.

Your reviewer finds this book a unique one with an author bold enough to state why he leaves out of consideration the great majority of discs of so-called children's records. He exhibits musical taste and forthrightness in naming chosen selections by record company and number. The criteria for selecting records is worthy of investigation by all parents, teachers and music educators who wish their children to hear only musically sound recordings.—Reviewed by IRENE GERMAN WHEELER, assistant professor of education, San Diego State College, Calif.



Two New Teaching Aids from Nystrom



AND APPROVED BY A. C. E. I.

Fun With The Globe Cards

Self-directing, self-testing activity cards that will help your pupils learn to read and interpret the globe. Designed for both individual and group study. Two sets offer comprehensive coverage.

Pictorial Relief Globes

Physical-political globes in which hill shading has been combined with merging colors to achieve a startling three-dimensional effect in relief portrayal. 12-inch and 16-inch sizes, available in modern classroom mountings. FREE! Write today for colorful circulars, CE9-59, which illustrate, describe and price the Pictorial Relief Globes and Fun with the Globe cards.

A. J. NYSTROM & CO. 3333 ELSTON AVENUE CHICAGO 18, ILLINOIS

Bulletins and Pamphlets

Editor, J. CHARLES JONES Chairman, Department of Education Bucknell University Lewisburg, Pennsylvania

OBSERVING AND RECORDING THE BE-HAVIOR OF YOUNG CHILDREN. By Dorothy H. Cohen and Virginia Stern. New York: Bureau of Publications, Teachers College, Columbia University, 1958. Pp. 36. \$1. Observation of behavior is as old as behavior itself. The art of careful observation is, however, a science. Teachers of young children need help in explaining the behavior of their subjects, and probably the most fruitful method is observation. They need to become scientists, and science reduced to its most simple terms is controlled observation.

This pamphlet describes record-taking techniques that help teachers move toward their goals of understanding the child. It does not attempt to explain behavior. It covers such topics as recording during routines, recording a child's use of materials, the child's relationships with adults and other children. For those who are not convinced that recording is helpful, the by-products of careful observations and daily records are discussed. An excellent bibliography adds to the value of the book.

This pamphlet fills a real need for teachers who are truly interested in behavior. It is stimulating and provocative and should become a standard reference book for "on-the-spot" work.—Reviewed by GLENN R. HAWKES, projessor and head, Department of Child Development, Iowa State University, Ames.

HOW DO YOUR CHILDREN GROW? By Association for Childhood Education International. Washington, D. C.: 1200 15th St., N. W., 1959. Pp. 32. 75¢. This bulletin was born out of the urge to help all people who are interested in children and their power to become to evaluate again their own set of basic assumptions and facts about learning. Neva Ross, H. Gerthon Morgan, Daniel W. Soper, Margaret E. Harris and Gladys Gardner Jenkins have teamed up to help those who work with children review some of their basic assumptions about the learning process. It is also an attempt to bring together in usable form some of the latest findings of research on the learner and the learning

This should make excellent reading for par-

process.

ents and friends of children and should serve as a refresher for the student of childhood. The anecdotes used to illustrate the points are very real and could happen in any classroom or home. The annotated bibliography and film list are well selected and cover the subjects adequately.—G. R. H. Pro

dre

lang

EV.

e

t

L

ings

on .

are

wid

ing

curi

ing

are

tern

read

basi

stan

part

of t

class

uati

SEPT

B

YOUR CHILD AND HIS READING-HOW PARENTS CAN HELP. By Nancy Larrick. Public Affairs Pamphlet No. 278. New York: Public Affairs Committee, 22 E. 38th St., 1959. Pp. 28. 25¢. This pamphlet is a condensation of the book, A Parent's Guide to Children's Reading, which was sponsored by the National Book Committee, Inc. (reviewed in CHILDHOOD EDUCATION, March 1959, p. 328). It contains many suggestions for parents on a variety of topics related to children's reading. First it discusses nursers rhymes, then describes the fours and fives goes on to the first days at school and learn ing to read, follows the child through the pe riod of independent reading where he finds his stride in the third and fourth grades, and progresses to the varied interests of older children. Of particular help to parents are hinte on how to interest children in reading. These are all suggestions about books liked by children at the various age levels.—Reviewed by MARVIN D. GLOCK, professor of educational psychology, Cornell University, Ithaca, N. Y.

MORE ABOUT READING. By Margaret Rasmussen, Editor. Washington, D. C .: Associa tion for Childhood Education International 1200 15th St., N. W., 1959. Pp. 32. 50¢. This bulletin contains articles reprinted from CHILDHOOD EDUCATION — a compilation of favorable reactions to individualized reading. This approach to the teaching of reading differs from traditional methods in that a basal reading series is not followed. Rather, children read self-selected trade books. The teacher must have complete command of the various word attack skills because he helps children with their reading problems in terms of individual need. This approach to reading does not follow a manual which introduces all children to the same skills. It is assumed that in any one grade there is wide variation in achievement.

The reactions of the various authors to individualized reading is unanimously favorable. They point out that with this approach children read more books and are more enthusiastic about reading and school in general Problems of discipline decrease because children's needs are being met. All aspects of the language arts program benefit.—M. D. G.

od

are

ub.

ow ick. ese 8th

s a ide red

rerch

to

ery es,

rn.

pends ind

nil.

nta

by nal Y.

ia

al

om

of

ng. lifsal

ril.

er

u

en in

il

in

in

in-

le.

al.

EVALUATION OF READING. Compiled and edited by Helen M. Robinson. Supplementary Educational Monograph Number 88. Chicago: The University of Chicago Press, December 1958. Pp. 208. \$3.50. Proceedings of the Twenty-First Annual Conference on Reading held at the University of Chicago are reported. The choice of this theme reflects widespread concern with the need for appraising children's reading ability in the face of current public criticism.

Evaluation is treated as the process of finding out to what degree educational objectives are being attained by children. Ways of determining expectations for reading, ways of appraising competence in certain aspects of reading (content areas, interests and attitudes, basic skills), and ways of selecting and using standardized tests are presented by conference participants. Discussions of ways to make use of the results of evaluation procedures in classroom situations are especially helpful.

Administrative procedures to improve evaluation in reading and the publisher's role are



VIKING JUNIOR BOOKS

We have interesting, beautifully illustrated books for primary and elementary grades and on up through high school—picture books, story books, junior novels, history, biography, geography, art, industry, nature, and science.

Send for our 146-page free illustrated catalogue. It includes 27 new books for 1959, as well as descriptions of all our older titles. The catalogue has a graded list and a helpful subject index.

THE VIKING PRESS

Dep't. CE, 625 Madison Ave., New York 22, N.Y.

% spark interest in reading HYMES BOOKS TO START ON

For Kindergarten Pupils

Four books of delightful and exciting stories for teachers to read to a class and for pupils to use when retelling stories from the pictures. Attractively illustrated in full color, with one human interest story and one factual story in each book.

Oscar, the Baby Duck and The Milkman Pete, the Pup and The Gas Station Man The Scared-y Cat and The Mailman The Lightning Bug and The Farmer

The full-page color illustrations are augmented by small drawings showing the different steps in the story content. Immediately below these drawings is the teacher's story text. Pupils may use the books to visualize the stories in picture sequence after the teacher has read the stories. Many other activities may be developed through the use of these picture stories.

Row, Peterson and Company

Evanston, Illinois

White Plains, New York

covered. As is customary at this conference, noteworthy books for children published in the preceding year are presented at the end of the volume.—Reviewed by HELEN L. WARDEBERG, associate professor of education, Cornell University, Ithaca, N. Y.

A PRIMER FOR PARENTS: EDUCATING OUR CHILDREN FOR GOOD HUMAN RELATIONS. By Mary Ellen Goodman. New York: Anti-Defamation League of B'nai B'rith, 515 Madison Ave. Pp. 32. 40¢. This pamphlet contains excellent ideas for combatting prejudice. It should be of real value to parents who want to help create a home climate in which their children can develop respectful, appreciative and sympathetic attitudes toward individuals who happen to differ from them in color, creed or national origin.

The author, an anthropologist, does an outstanding job of analyzing the psychological "whys" of prejudice. Her chapters on "Facing Up" (how to explain color and religious differences to children), "Science and Sanity" (facts about race and culture), and "ABC's of Teaching Healthy Attitudes" are particularly distinguished.

A note of praise should be sounded for the fluent, easy-to-read style of writing, attractive format of the pamphlet, delightfully humorous cartoon illustrations and excellent bibliography.—Reviewed by JOSEPH D. BURROUGHS, extension specialist in human relations, University of Massachusetts, Amherst.

TEACHER EDUCATION AND FIFTH-YEAR PROGRAMS. A Selected Bibliography. By Shirley Radcliffe. Washington, D. C.: Office of Education, U. S. Department of Health, Education and Welfare, 1959. Pp. 17. 15¢. Schools of education, confronted with a joint demand for teachers with a broader training in the arts, humanities and sciences, and a more intensive preparation in their fields of specialization, have shown an increasing tendency either to expand their programs into a fifth year or to create a special fifth-year program aimed at attracting non-education graduates into the teaching profession. Intended primarily for the professional educator, this pamphlet will also serve as a convenient starting point for school board members interested in the preparation of teachers and the parent whose son or daughter seeks an answer to the question, "What is the best type of prepara-tion I can get for teaching?" The 154 selections in this annotated bibliography are well chosen and the reviews, while necessarily brief, adequately indicate the nature of each study.

—J. C. J.

TOWARD UNDERSTANDING STUTTER ING. By Wendell Johnson. Chicago: The National Society for Crippled Children and Adults, Inc., Sept. 1958. Pp. 36. 25¢. This booklet containing information about the speech patterns of children should be required reading for all parents of young children. In it Dr. Johnson points out that while we do live in a competitive culture which places high value on verbal communication, no one father or mother can be blamed for the conse queneces of the customs and values of a whole society. More important is his point that stub tering is a relationship between speaker and listener; that speech, although extremely hesitant, may be considered normal if the listener understands the reasons for the hesitancy. In effect we create stutterers by our classification of and reaction to the speech of children. The reader will discover that, in more than one sense, Dr. Johnson has a way with words. A fascinating, invaluable booklet for anyone concerned with children.-J. C. J.

MUSIC FOR THE CLASSROOM TEACHER.

By Edna Gibson Buttolph. Introduction by
Agnes Snyder. New York: 69 Bank St.
Bank Street College of Education, 1958. Pp.
30. 75¢. This publication offers a base
music program for the classroom teacher and
gives specific and practical procedures for
increasing children's ability to express them
selves musically and for developing their ethetic sensitivity. Emphasis is on the contribution that music as a distinct area of curriculum
activity can make to fulfill a child's total
growth potential.

Among the new and original contribution made by the author are a developmental concept of the growth of control over the singing voice, a developmental approach to active listening, and a new organization of types of bodily movements to rhythmic patterns. Procedures are suggested for developing children's standards for their own singing, to replace imposed adult standards.—Reviewed by HELEN E. KLEINFELTER, associate professor of music education, Bucknell University, Lewisburg, Penna.

AND THEN THERE WERE TWO. By Chill Study Association of America, Inc. New York: The Association, 132 E. 74th St. old a to im one Moth The and ing many ly we day-t ing,

19

of tw

to ne tainir charm clima the re Were twins sense by A Lewis

GROV

HO

tiona

childr writte studer and y date in lists a

PER Sound to teachers grades with so

ROOM

PES1

207

SEPTE

1959. Pp. 50. 35¢. This reviewer and mother of two identical "preemies" (now sixteen years old and six feet two inches tall) finds it hard to imagine a more helpful handbook than this one written by 100 members of the Twins' Mothers Club of Bergen County, New Jersey. The format is excellent, the style just casual and amusing enough to make the task of caring for twins sound less formidable. The many sensible suggestions might apply equally well to the mother of one. In addition to the day-to-day advice on feeding, sleeping, bathing, etc., the section on the mental and emotional development of twins should be a boon to new parents (and to grandparents). Maintaining a well-balanced relationship toward a charming set of twins so that the total family climate is enhanced by their presence is one of the real challenges to meet. And Then There Were TWO should give the lucky parents of twins a real feeling of confidence and a deep sense of gratitude to its authors.-Reviewed by ANNE L. HARTZELL, mother of twins, Lewisburg, Penna.

R-he

ed In

1

In

ne A

ne

10

n ic g

GROWING FROM INFANCY TO ADULT-HOOD. By Edward C. Britton and J. Merritt Winans. New York: Appleton-Century-Crofts, Inc., 35 W. 32nd St., 1958. Pp. 118. \$1.10. This summary of typical patterns of children's behavior at each stage of growth is written in non-technical language for parents, students and others who work with children and youth. It presents research findings to date in a concise form for ready reference and lists additional sources. A valuable tool for the discussion or study group leader who works with parents and teachers.-H. C. W.

HI NEIGHBOR. By U. S. Committee for UNI-CEF. New York: The United Nations, 1958. Pp. 64. In this booklet for children and those who work with children's groups, the UNICEF committee presents games, stories, songs and information about how children live in each of the five countries served by this organization: Indonesia, Italy, Lebanon, Paraguay and Uganda. A helpful resource for teachers and club leaders and a valuable addition to the library table in grade 6 and up.-H. C. W.

SOURCES OF INFORMATION ON INTER-NATIONAL EDUCATIONAL ACTIV-ITIES. By Michael J. Flack. Washington. D. C.: American Council on Education, 1785 Massachusetts Ave., N. W., 1958. Pp. 114. This index to international education programs and opportunities for participation includes general information for college students and faculties in this and other countries, directing each group to the best available sources of detailed information about projects for college students. An important feature is the section on fifty-two clearinghouses which offer information on international educational activities of interest to U.S. institutions of higher education, this data having been checked by direct interview up to May 1958. Also included are information sources of foreign governments in the U.S. and a bibliography of selected source materials.-H. C. W.

PERRY NORMAL SCHOOL

Sound training for young women who wish to be effective teachers in nursery schools, kindergarten and primary stades and playground work. Special courses for those with some college or normal school training. Small classes, 3-year diploma. Graduates can obtain a B.S. in Education degree through college credits and Summer School. Founded 1898. Now incorporated not for profit. Write today for catalog ROOM 312, 315 BOYLSTON ST., BOSTON 16, MASS.

PESTALOZZI PROEBEL TEACHERS COLLEGE Founded 1896

Specialized courses in Nursery School, Kindergarten, Primary Education. In addition to regular developes classes, evening. Saturday and summer programs are offered. Information on request.

207 So. Wabash Ave. Chicago 4, Ill. Phone: WA. 2-6761

EARN YOUR M. ED. DEGREE AT NATIONAL

SAT. AND EVENING CLASSES FOR TEACHERS ON THE JOB Winter Term Begins January 27
Private college with laboratory school. For nursery and elementary school teachers. Graduate and undergraduate credit. Small classes. Coeducational. Summer School and 4-year B. Ed., 5-year M. Ed. Convenient location on Chicago's beautiful North Shore. Write for folder.

NATIONAL COLLEGE OF EDUCATION 2826 Sheridan, Evanston, Ill.

LESLEY COLLEGE

A nationally accredited senior college for women TEACHER EDUCATION Four-year B.S. in Ed. Degree course. Nursery School through grade VI. Graduate School confers M.S. in Ed. and Ed.M. Degrees. Four dormitories. Catalogs.

Director of Admissions, Martha E. Ackerson, 29 Everett Street Cambridge 36, Mass

Over the Editor's Desk

Dear Readers:

September has come and summer vacation is just a memory—I hope a worth-while one for you.

The first days of my vacation were spent in Vancouver, B. C., doing ACEI field work. I'm certain the Customs Inspectors were not intended to be members of a social committee for visitors to Canada. But wouldn't you feel welcome the moment you set foot on Canadian soil if you had been in my shoes? The reason:

Customs Officer
(Pulling CHILDHOOD EDUCATION
out of my brief case
for inspection):

Mm—that's good! If everything in this case is as good as this, I'll pass you. Can you spare a copy?

M.R.:

-but you wouldn't read it.

Customs Officer:

You bet I would!

M.R.:

You may gladly keep it—with compliments of the Associa-

While in Vancouver five seemed to be the magic number, for I visited five elementary schools there and in the University of British Columbia; met five members of the City Schools staff; was a guest in a family of five (counting the German police dog); met with five ACE groups (one in absentia). The busy days included two receptions, a luncheon on top of Mt. Burnaby—overlooking glorious Vancouver Island—and a meeting to make plans for forming a British Columbia Provincial Association.

From Vancouver I went to Washington, Oregon and into California where I renewed friendships in Dunsmuir, the town of my memorable first years of teaching. Mountain trout for dinner (caught that morning) reminded me of attempts at fishing in the Sacramento River many years earlier. A visit at the school vividly brought back the days when a novice teacher had parent meetings and discovered that an experience program brought real satisfaction to the children and to the teacher.

There were many notable changes in the Shasta-Trinity National Forest. One can now ride up a newly built highway to the Ski Bowl Lodge, built on the timber line on the southern slope of Mt. Shasta. One no longer has to climb Mt. Shasta by sheer exertion of mangenerated energy. Nine thousand feet (of its

14,000) can be scaled seated in a ski lift from the Lodge and upward on its snowy bank. One's reward is a view of mountain ranges, Mt. Lassen, the towns below and one of Hearst's castles. sach

good the

fall?

derg

use

Lorr

Los A

tion

garte

shou

a pri

If

Fo

The days at home near the San Francisco Bay Area were spent in seeing the family and old friends, admiring newborn babies, conferring with several ACE Branch presidents, discovering an author who could write a "grass roots" article for our journal, attending an ACE Branch Tea and a planning session for White House Conference on Children and Youth, and working with the Editorial Board chairman, Helen Heffernan, on plans for CHILDHOOD EDUCATION.

Enroute back to Washington, D. C., several days were spent in El Paso, Texas, where I experienced a taste of life in a Fort Bliss housing unit. Army officers' children grow social early in life. Their toys are shared by many children. Only nighttime, "read-me-a-story time, TV time, nap time and meal time (often they are cut short by a call at the door) an spent in their own respective homes. Other times are spent playing with children of that court. To cite an example of learning the social amenities early: the grownups were lounging in chairs on the lawn while two- and one-half-year-old Colleen and her three- and one-half-year-old friend Janie were seated on a small entrance step. Colleen with her arm around Janie leaned over and peered into her face saying in her high pitched voice, "Say hello to Auntie Marge." Hearing my name l looked around. Colleen repeated her command and when I greeted her friend, she pointed to her friend saying, "This is Janie." Never have I had a more natural nor a more sincere introduction! Gone are the days when children are urged to "shake hands with lady," thought I-at least in the environs of Fort Bliss.

Since What Are Kindergartens For? (a reprint leaflet of New Jersey State Education Department material written by Anne Hoppock) was still wet from the press when I put some in my brief case and set off for Vancouver, I was happy to learn upon return that thousands of the leaflets had gone out in the mail to be distributed to parent groups, service clubs, legislators, church school workers, boards of education, administrators and many others. A member from Wellesley Hills, Mas-

sachusetts, writes that they are "including a copy in our final report to parents." What a good idea! Have you thought of using them at the first meeting of kindergarten parents this fall? Or, with an orientation meeting of kindergarten teachers?

For a companion bulletin, you'll want to use How Good Is Our Kindergarten? by Lorraine Sherer, University of California at Los Angeles. Each page is a wealth of information on standards for judging a good kinder-

garten (see outside back cover).

nd

on-

ts,

and.

ren

ial

ra

el

US-

cial any

ry

ten

are

her

hat

ere

and

and

on

irm her

Say

e l

and

l to

ave tro-

are

re-

tion

lop

put an-

that

the

vice

ers,

any Mas

TION

If you wonder what equipment and supplies should be in a nursery school, a kindergarten, a primary or an intermediate group—wonder no more. Equipment and Supplies has just had its biennial revision and is available from this office for \$1.50.

These reminders on the newest bulletins and CHILDHOOD EDUCATION were shared at the one-week Texas ACE workshop at the University of Texas, Austin, in June. It was my privilege to be there as a representative of ACEI and to meet so many enthusiastic teachers who are truly interested in children.

Have a good year!

Sincerely, Margaret Frammusen

NEXT MONTH

October: New Knowledge Requires New Experience

Authors from coast to coast (and in between) grapple with ideas

and raise basic questions.

Leonard S. Kenworthy, Brooklyn College, New York, traces how "Human Aspirations Are Changing Our World" through the eight major revolutions of our times.

"Is Man Changing Our World Through Science?" asks John G.

Navarra, Jersey City State College, New Jersey.

"Keeping Up-with What?" as adults in the community and/or as teachers is a large order these days. This is written by Charles Dent,

University of Texas, Austin.

"Does Out-of-School Learning Demand Change in School?" ask Mary and Howard Lane. Mary Beauchamp Lane is from the University of California, Berkeley; Howard Lane is from San Francisco State College, California.

Kimball Wiles, University of Florida, Gainesville, in "Seeking Balance in the Curriculum" asserts that balance must be sought for

the individual.

"Concerns for Children Are World Wide," news and reviews supply the readers with other information.

1959-60 CHILDHOOD EDUCATION Probing Ideas and Improving Practices

September: Beginnings of Education

October: New Knowledge Requires New Experience

November: Role of the Teacher in a Democracy

December: How Do Children Learn?

January: Intergroup and International Education

February: Communication
Work and Play
April: Grouping
May: Creativity Today



How Good Is Our Kindergarten?

By LORRAINE SHERER, University of California, Los Angeleman, ACEI Special Committee on Kindergarten.

This guide for teaching five-year-olds succinctly gives standards for judging a kindergarten. Outstanding leaders in the fields of child growth and development and kindergarten education from many parts of the United States have reviewed and recommended the bulletin. 1959. 36 pages. 75¢.

What Are Kindergartens For?

By Anne Hoppock, New Jersey State Department of Education, Trenton.

This reprint leaflet answers for community leaders and others: What does a kindergarten child need? What do kindergarten children do? What are kindergarten children learning? It makes a plea for more kindergartens. 1959. 8 pages. One copy free; 25 copies, \$1.

Equipment and Supplies

Suggested lists of materials for nursery, kindergarten, primary and intermediate; classified lists of tested and approved products, age levels and manufacturers. Index. Revised 1959. 100 pages. \$1.50.

Order from:

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL 1200 15th Street, N.W., Suite 300 Washington 5, D. C.

